



HOMEWORK POLICY

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Governor Committee:	Curriculum & School Improvement
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HOMEWORK POLICY

Purpose

The term homework applies to any learning that takes place beyond the timetabled curriculum. The purpose of homework is to support learning. Homework provides students with the opportunity to extend learning, learn independently and consolidate and practice what has been learnt. Time outside of the curriculum is precious but the benefit to students of completing well planned and prepared homework is integral to the teaching and learning process in the positive impact it has on progress made. In addition homework provides parents/carers the opportunity to actively participate in their son or daughters education.

Amount

The recommended guidelines for the amount of time to be spent on homework per day are as follows;

Years 7 and 8: 45 - 90 minutes
Year 9: 1 - 2 hours
Years 10 and 11: 1½ - 2½ hours

The purpose of homework is to support learning rather than setting it to last a certain amount of time. Students shouldn't be spending any longer on it than stipulated by the guidelines. To assist students in managing the time spent on homework an annual homework timetable is published that specifies which subjects are to set homework on which days. It is expected that all subjects set one piece of homework per week unless clearly stated otherwise in subject area policy. It is recommended that an individual homework task should take no longer than 30 minutes at Key Stage 3 and 45 minutes at Key Stage 4, although longer tasks can be set to spread out over a number of weeks.

From September 2015 the first 15minutes of all homework set in all subjects will be "Red Reflect and Review": students are expected to proofread and amend work prior to submission and to respond to all feedback given in red ink.

Planning

All homework needs to be a learning homework, planned with a clear objective. The best homework will be an integral part of the teaching and learning process and included within medium term planning, where dedicated time will be spent on setting and the follow up of the work set. **Homework is to be set at the beginning of the lesson, written clearly on the board for students to copy into their planners to include the date for completion.** Homework, as with class work, must be differentiated to meet the needs of all students with outcomes adjusted accordingly. Therefore, when setting homework, staff need to ensure that the work set reflects both the age and stage of the student to ensure sufficient challenge. No student should be expected to have a task set for completion by the next school day. **All work completed as homework is to have the symbol H/W marked in the margin of the students' work.** Best practice in the use of homework to support learning with maximum impact will see the follow up to the task set form the basis of the planning for the proceeding lesson(s).

Homework activities that support learning include research, problem solving, practising, planning, creating, designing, investigating, revision, note making, project work, annotating and modelling.

Support

Unless there are exceptional circumstances, students should have more than one evening to complete homework. It is the responsibility of the class teacher to see that homework has been recorded. Homework may need to be written in for some students by the class teacher, a teaching assistant or another student. Students are expected to complete homework outside of the timetabled curriculum but not necessarily at home. Students can access the Learning Resource Centre facilities at breaktime, lunchtime and afterschool on Tuesday and Thursday there is a staffed Homework Club until 4.30pm. Students can also access the Personalised Learning Centre at break and lunchtime to complete homework if they need to. The class teacher is responsible for ensuring that students have access to the resources that they require to complete the homework set. The completion of homework should avoid the need to use specialist resources; where this is unavoidable the class teacher needs to ensure the resources are made available outside of the timetabled curriculum to ensure that all students are able to access the task set.

From September 2015, all homework set is to be logged on “Show My Homework” for students to be able to access outside of lessons.

Feedback

For homework to have value and impact on learning homework must be marked and feedback given at the earliest opportunity after the homework has been completed. Where this is most effective, the outcome of the homework is built into the successive lesson(s) and assessment of the homework is part of the lesson itself. Self and peer assessment form the basis of feedback for the majority of homework completed. Time needs to be planned into lessons to allow students to respond to the feedback. Where homework is teacher assessed the process needs to be dealt with under the terms outlined in the school and subject area assessment policy.

Parents/Carers

Parents/carers sign the Home-School Agreement stating that they will “encourage my child to make the most of the educational opportunities offered by the school and to give supported encouragement in schoolwork and homework”. Parents/carers receive a copy of the homework timetable at the beginning of the year which states on which night homework from which subject is to be expected. Students are issued with planners in which to record the homework set. Parents/carers are expected to sign the planner along with the student and the tutor on a weekly basis. Parents/carers receive advice on how best to support their son or daughters’ learning in school and at home. All parents/carers can access resources on how to support their son or daughter via the school website. Parents/carers are invited to share their views about homework through termly meetings of the Parents’ Forum and through parent/carers surveys on an at least biannual basis.

Monitoring

Class teachers have the responsibility of setting meaningful homework ensuring that students write the homework down in their planners, complete the work on time and provide follow up to the homework in line with this policy. Records of the homework set and the completion rate by students need to be kept and monitored. Where patterns of none-completion emerge the class teacher needs to log the student on SIMs and inform the tutor and Subject Leader.

Subject Leaders are responsible for ensuring that class teachers in their subject area set and follow up homework set in accordance with school and subject area policies.

Tutors are responsible for monitoring the use of student planners on a weekly basis to ensure that they are being used properly by students and being seen by parents/carers. Where patterns of misuse are identified the tutor informs the relevant Key Stage Leader.

Key Stage Leaders are responsible for monitoring the use of planners by sampling planners regularly throughout the year. They are responsible for monitoring the setting of homework against the whole school homework timetable and ensuring allocated guidelines for time are not breached. Key Stage Leaders will ensure that the students' views on homework are discussed through Student Voice meetings with findings feedback to staff.

The SENCo will monitor the homework of students with identified SEN to include the setting, recording, challenge and completion. The SENCo also needs to evaluate the impact different types of homework have on the learning of students with identified SEN.

The Senior Leadership Team are responsible for supporting the implementation of this policy through meetings with Middle Leaders and through the line management system. Judgements will be based on the extent to which this policy on homework contributes to the progress students make at school and their attitude to learning. A review of homework forms part of the whole school self-evaluation cycle. The Senior Leadership Team will also collate, analyse and feedback the views of parents/carers.

(Subject) Homework Policy

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Feedback

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