

Homework Policy

"Research has shown that the regular setting and marking of homework are associated with good education and effective schools.

All pupils are expected to do homework, which is an integral part of the Curriculum.

RATIONALE

Homework has a positive effect on pupils' attainment and achievement because:

- a) it provides pupils with further opportunities and time to acquire knowledge and extend their understanding;
- b) it helps pupils to master the concepts further and to make more rapid progress;
- c) it helps pupils to develop the important skills of independent study and the self-discipline of working without immediate control;
- d) it encourages pupils to make use of local libraries and the local environment to further their learning and to develop self-study skills;
- e) it trains pupils for preparation in examinations, controlled assessments and revision;
- f) it has the potential to involve parents constructively in the learning process;
- g) it teaches pupils that school is not the only place for learning;
- h) it develops perseverance.
- i) It allows pupils to take ownership and responsibility for learning

FORMS AND TASKS

The learning function of homework is "to generate *a variety of worthwhile learning experiences to those provided in school*". (HMI)

Homework should allow our pupils the opportunity to work on a range of tasks such as:

- Extend the work of the classroom
- Further practice to master skills
- Learning and revision
- Reading - either personal choice or directed
- Model making
- Recording (Audio)
- Projects
- Information retrieval from books or other sources
- Preparation of future work through investigation
- Using I.C.T
- Drafting
- Oral practice / memorisation (e.g. interviewing, role play)

GUIDANCE FOR STAFF

Homework need not be dominated by extended writing activities. Our pupils should be given opportunities to work and learn in a variety of ways.

When "Projects" are set, there must be a clear expectation communicated as to the Learning outcomes, required content, length and organisation. Progress of the "Project" should be monitored at frequent intervals. Homework should be set in good time before the end of the lesson. At this time, staff should explain precisely what is required and give guidance about where additional information/resources may be acquired.

Homework tasks should be differentiated so that they are related to the ability of all the pupils in a class. Pupils should be provided with sufficient materials and/or information to successfully complete the task.

Homework must have a purpose behind it. This should have been determined in advance of the lesson. It should not be set simply to fulfil the requirement for homework. Similarly, finishing off classwork is not seen as a suitable task when it leaves the high ability learners with little to do at home and the low ability learners to work with no support. However, it may be set as additional home study as catch up work.

HOMEWORK PLANNER

The school will provide all pupils with a planner in which to record, among other things, the homework that has been set. Complicated tasks and Projects can be entered in the 'Pupil's Notes' section of the planner. Homework planners are expected to be kept in good condition and all pupil-notes should be well presented. Pupils are required to purchase another planner should their original one become spoilt, lost or damaged.

Pupils should enter all homework assignments during the lesson, and sufficient lesson time should be set aside for this. The teacher will make random checks to ensure pupils are recording the homework correctly.

The homework planner should be a four-way communication, between pupil, parent, Form Tutor and subject Teacher. The Form Tutor should inspect and sign each pupil's planner every week.

Parents should sign each week and make comments if necessary. For example, they may feel that the pupil is spending too little time over homework or having excessive difficulty with it. If the homework has not been completed, the subject Teacher may wish to comment in pupil's homework planner.

SETTING HOMEWORK

Homework should be set to all pupils in accordance with the published homework timetable. However, flexibility under discretion of the teacher is feasible.

- The responsibility for setting homework and for any follow-up that may be necessary is that of the class/subject Teacher
- Staff will expect work of high quality and demand the best of each pupil
- Staff should take appropriate action to follow up pupils who are not completing homework to the best of their ability
- Tasks should be as specific as possible with staff indicating the amount of time to be devoted to them and deadline dates for completion
- Staff should indicate to pupils the assessment criteria to be used when work is graded
- Staff should ensure that tasks are recorded by pupils in the pupil planner

When staff are absent they should provide, with their lesson details, any homework that is to be set. Where this may not be possible, in the case of prolonged sickness, the HOD's should make provision.

MONITORING

Subject teachers should ensure that homework is being correctly entered by pupils in their pupil planner. Subject teachers to ensure weekly records of all homework's set are recorded for designated member of staff for monitoring purposes.

The SLT should monitor pupils' books to ensure that the policy is being followed and that appropriate tasks are being set.

When dealing with homework defaulters, unless there is a note from parents with a valid explanation one or more of the following procedure can operate:

1. Give extra time to complete
2. Detain during play or lunch to complete the homework, staff must supervise pupils in class (allow pupils minimum of 10 minutes for lunch)
3. Add comments in the homework planner
4. Detain after school (24-hour notice)
5. Phone/text/email the parents
6. Call a meeting with the parents
7. Take the matter to the Designated member of SMT

MARKING

- Homework should be marked punctually and regularly according to the School's Effective Feedback Policy.
- Marking should contain feedback to pupils on their performance in relation to their strengths and areas for further improvement.
- Pupils should be given a clear understanding of the marking criteria.
- An improvement task must be set for pupil to follow up next lesson to correct or improve their work

HOMEWORK TIMETABLES

All pupils will be given a homework timetable. As a guide line pupils should be spending the following amount of time on homework each evening.

A structured homework timetable will be made for each year. Pupils will have a copy, which will be issued at the beginning of the year; a copy will also be updated on the School website.

Homework for each class should be set on a daily basis as follows:

Class	Time per homework (Minutes)
Year 7	30
Year 8	30
Year 9	30-45
Year 10	45-60
Year 11	45-60

- Homework must be set as per timetable and time limit for each subject. It is at the teacher's discretion to set homework

Promoting Homework / Home study

The School shall promote Homework by providing parents with supportive information on the School Portal, displaying pupils work around the school and informing parents through the newsletter and website to raise the profile and importance of Home study.