



INVESTOR IN PEOPLE

Homework Policy

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Related Documents:	

I. Aims

This policy is intended to establish the school's commitment to homework as an aid to pupil progress made in lessons and to encourage progress through independent learning.

- Define the term homework
- Examine the benefits of homework for teachers and pupils
- Identify homework expectations for teachers, pupils and parents

Homework can be defined as any activity or exercise related to the school curriculum which pupils undertake in addition to timetabled classroom. These activities can take many different forms including written exercises, research, planning, practicing a skill, creative activities, independent learning or group work. All the homework will be defined under two titles: exploration and reflection.

Exploration

The pupils look forward and prepare for the next lesson; this will form a significant part of the learning in the next lesson and therefore is important for pupils to complete well. Examples of this could be:

- reading – let them know that what they are reading will be used in the next lesson
- writing – preparing for the next lesson by planning ideas. What they write will be used to present to class or develop further
- preparation – this could be a speech, a short presentation, an argument or something similar
- research – they need to find some information which will be used in the next lesson somehow

Reflection

This is about remembering what the pupils have already been taught and practicing key skills to ensure the progress made is used in a different, independent context. Examples of this could be remembering words, facts, details, sequences or rules.

- Answering questions based on work covered in class including exam questions
- Using web-based materials
- Applying learning from lessons in a different context
- Past paper revision

2. Policy

The school will ensure that appropriate homework is set for all pupils according to the aims outlined above. All departments have a recently updated subject specific homework policy, which has been given to staff to allow them to follow its guidance when setting homework. As of the 10th Jan 2019, all homework is now set by staff on SIMS to enable parents with the SIMS parent app to see the set homework and the due date. Staff have received training on the use of SIMS for this and we are continuing to develop this so that staff can mark the homework on SIMS as handed in or not handed in plus any relevant comments so that parents are made aware that the homework has been given to their child's teacher.

Homework will be marked and graded where applicable and pupils will put this into their exercise books/ folders. Pupils still record their homework into planners or add it to their revision schedule if in Year 11. A rewards and sanctions programme is also being developed and currently involves Year 11 pupils receiving SLT detentions for non-completion of English and Maths homework.

Expectations

We expect teachers to take into account the varying needs of pupils when setting homework and differentiate the homework, the same as the classwork. By doing this they will ensure that the homework is appropriate to the needs of each pupil in order that every pupil has the chance to succeed.

The school curriculum follows the guidelines of the National Curriculum and allocates time to subjects depending on whether they are core or foundation subjects. Homework activities should also reflect this and the core subjects of English, Maths, Science will occupy a higher proportion of the pupils' time than their other subjects.

In addition to specific tasks set by their teachers, pupils should be aware that as a basic requirement they should check their exercise books to ensure that classroom tasks have been completed, key questions from staff have been answered, read through notes to ensure that they have understood the concepts covered in class and are ready to move on to the next stage of the topic and learn key words and any technical vocabulary of the subject. This in itself ensures that a pupil never has "no homework". There is always appropriate reading to do.

Parents can also support the school by encouraging pupils with the homework that has been set on the parent app plus by encouraging independent reading, fictional or non-fictional as this is invaluable in promoting good use of language, sentence construction and spelling as well as improving general knowledge and generating intellectual curiosity.

Teachers should provide guidance to pupils regarding expectations of independent work.

Homework tasks set by teachers are never optional and the school's expectation is that all pupils will complete homework tasks to deadline and to a standard that at least reflects their academic ability and competence.

Parents are asked to support teaching staff by checking planners and the SIMS app regularly and responding to teachers' comments in the planner and/or adding comments if desired.

SLT, Subject Leaders and Heads of House will sample check planners regularly and report any issues raised by their scrutiny to the AHT for Teaching and Learning who will follow these up with departments or individual staff where necessary.

Pupils and parents should be aware that the completion of homework and the pupil's attitude and commitment to it will contribute to the pupil's overall academic record and form part of the formative assessment and school report.

Homework should be marked in line with school and department marking policies. Subject leaders should, however, be aware of the workload of pupils and set appropriate deadlines for completion that allow pupils to plan their time and distribute it fairly across all subjects.

It is at Key Stage 3 that many of the workload habits for the future are laid down and regular homework and feedback not only informs progress but instills good working practice. Homework tasks must be meaningful and related to the classroom activities but should also generate interest in the pupils and motivate them to produce work of a high standard. Feedback needs to be immediate or at least soon after the task is completed so that pupils can see that their efforts are acknowledged and worthwhile. This means that a pattern of homework and marking must be established by the department and the teacher so that time is allocated for marking books, for both verbal and written feedback and for classroom follow-up where appropriate.

Some subjects have less timetable allocation than core subjects and in many cases only one period per week so the demands on pupils' time and the marking commitment for teachers cannot be the same as for the core. These subjects will set homework when there is a specific learning purpose or an assessment focus.

It is not always possible, or sensible, for subjects to set written tasks e.g. PE or Music but pupils should be set goals to practice skills or carry out research and teachers should check the completion of these set tasks and use to assess progress.

The school believes that this policy as well allows time for pupils to consolidate, revise, read and research, thereby allowing pupils to develop independently and make good progress.

Positive Approach

Homework completion records will be maintained by teachers on SIMS to allow staff to give informed judgements as part of the school's reporting to parents. Any teacher or department can organise their own systems for encouraging greater engagement with homeworks, which may include additional recognition such as phone calls home. The underlying objective is to encourage positive engagement for independent work.