

HOMEWORK POLICY

Purposes

Homework is part of the School's overall learning and assessment strategy. It enables teachers to make best use of the lesson time since the pupils can consolidate learning. It has many purposes, and homework activities need to be varied to ensure that these are met.

Homework offers opportunities for pupils to:

- Have additional study time to help them achieve higher standards
- Review and reflect on their class work and check that they have understood it
- Prepare for future lessons through individual research
- Reinforce their skills by practising them
- Read for information and pleasure and become more resourceful
- Develop their ability to write in different styles (summaries, essays, notes, extended assignments etc.)
- Problem solve and develop resilience
- Extend their learning and widen their experience and learn both individually and collaboratively
- Pursue individual interests in a subject area
- Develop their study skills – including planning and time management
- Use a variety of resources to help them with their work – books, internet, online learning tools etc
- Be creative
- Revise for tests and examinations

Our policy is to:

- Promote a positive attitude to homework as a means of raising achievement
- Plan homework assignments carefully as an integral part of our schemes of work
- Set homework which is appropriately challenging for all pupils and, at times, offers choice, differentiating through task as well as outcome
- Vary the type of task to allow for individual initiative and the development of pupils' study skills and ability to work independently
- Set homework tasks allowing enough time for pupils to make accurate records of the activity, checking for understanding and giving advice on structuring the work
- Establish the aims and objectives of each task, and make clear the assessment criteria
- Assess work in line with the School's assessment policy – providing feedback on work as soon as possible: this might be summative, or formative feedback which will allow students to understand how to make further progress. Feedback may be given in a range of forms depending on the nature of the task, including verbal feedback, self or peer assessment, or whole class feedback. Good work can be rewarded with certificates, house points etc
- Embrace the use of technology such as Google classroom for setting homework tasks and providing feedback. Mote can also be used to provide online verbal feedback
- Ensure that all students, but especially those who are disadvantaged, have the required resources and space to complete homework. Homework Club is available to all students and can be booked in advance
- Have systems in place which support pupils in completing their work satisfactorily on time- homework planners, study skills tutorials, target setting and mentoring

Working in Partnership:

Homework is most effective in raising standards when there is a partnership between the school, the pupil and the parents and all know the part they play. Homework timetables are published at the beginning of each year for KS3 so teachers, pupils and parents know what to expect. In KS4 and 5, there is no formal homework timetable - instead, students are expected to develop independent learning and time management skills. In all years, there is an expectation that homework is completed and submitted by the given deadline.

The following guidelines are sent to parents at the start of each academic year:

Key Stage 3

- English homework is one hour per week
- Drama homework is 30 minutes per fortnight
- All other subjects are 30 minutes per week
- Music and DT will set project-based work
- PE does not set homework
- KS3 students will not be set homework during the school holidays.

Key Stage 4

- All subjects set 2 x 30 minute homeworks per week.
- If work is set on an earlier day, it should not be collected until after the allocated time slot.

Key Stage 5

- Given the varying nature of A Level subjects, the amount and type of homework set will vary greatly. Homework should be manageable, and sufficient time should be allowed for students to complete it to a good standard.

To support the pupils in managing their work, we:

- Set homework clearly according to the pupils' timetables, and allow an appropriate time for it to be completed
- Establish expectations that homework will be completed on time and to a high standard
- Establish clear routines for pupils to hand in their work
- Check that pupils have handed work in on the agreed date and record late work
- Provide guidance and advice for all pupils on homework
- Provide extra guidance and support for Year 7 pupils as they make the transition from primary to secondary school, and for pupils managing the particular demands of GCSE work.

The school procedures for dealing with pupils who miss deadlines are to:

- See the pupil personally to discuss the reasons and to sort out any problems
- Give the pupil the opportunity to complete the work by a new deadline

If the homework is not done on time:

- Set a teacher or departmental detention during which work can be completed *and*
- Use the pupil planner to communicate with parents about the homework problem *and*
- Advise the Subject Leader and Head of Year/KSCo of the missed deadlines

if problems persist to:

- Send a letter to the parents about the situation
- Put pupil in school detention who are missing homework deadlines for several subjects or are several homework's behind and inform Head of Year/KSCo and Subject Leader

This protocol will also apply where students are found to have used learning resources or AI tools inappropriately in order to complete homework, for example plagiarism or submitting AI generated text as their own.

Parents can support their children with their homework by:

- Providing a suitable place to work
- Making it clear that they value homework and encouraging students to talk about what they are learning
- Explaining how homework can aid progress at school

- Offering encouragement and praise when homework has been completed successfully
- Expecting that deadlines are met and checking that they are
- Encouraging students to take responsibility for their learning

Monitoring

- Subject Leaders discuss best practice in homework at departmental meetings, see that the policy is being carried out effectively, check the time pupils spend on individual homework tasks on a regular basis, revise their schemes of work if necessary and manage problems re homework in department
- Form tutors check student planners and referrals/intervention records, discuss work habits with pupils who miss deadlines, offer advice and support and communicate with parents over minor problems.
- Heads of Year discuss pupils' work patterns at year group meetings and communicate with parents over significant issues relating to work habits.
- The member of staff responsible for Homework Club keeps a register of pupils using the Library for Homework Club.
- Pupil focus groups can be used to see planners and books, monitor the amount of time spent on homework across the subjects, interview pupils and provide feedback for teachers and parents.

Super-curricular

From time to time, teachers may recommend learning tasks and opportunities beyond the curriculum or exam specification. These are intended to provide able students with the chance to encounter new topics, explore areas of interest in more depth, or to consider new perspectives. We recommend that all students regularly engage with these super-curricular opportunities which develop their intellectual curiosity.