

Homework Policy

Believing in Excellence means that the school has key values that all members of our school community live by. These are:

- Respect;
- Resilience;
- Responsibility.

These values apply to three important spheres of life:

- Believing in Excellence for ourselves;
- Believing in Excellence for others;
- Believing in Excellence for our environment.

Date of Policy	July 2019
Date agreed by Headteacher	July 2019
Date of next review	July 2021
Lead Member of Staff	Ian Swingler, Head of Secondary Phase Kyra Siddall-Ward, Head of Primary Phase

Purpose

Homework is an integral part of the programme of study for each subject and, together with classwork, completion of homework is essential for making the best possible progress. As a school we will ensure that the most up to date and best quality resources are available to support homework. We will also provide information and support for parents so that they in turn can support their children to develop further the essential skills for becoming independent learners engaging fully in opportunities for “anytime, anywhere” learning.

Responsibilities and expectations

Governors: To review the policy at regular intervals and to monitor its implementation.

Senior Leader with responsibility for Teaching and Learning: To ensure that a homework timetable is in place and to monitor the setting and completion of homework across the school. To provide termly issued homework reports for subject leaders.

Senior Leadership Team: To monitor the setting and completion of homework in line-managed subject areas. To ensure that appropriate support is made available to pupils for the completion of homework; this includes an after-school homework club.

Subject Leaders: To ensure that a range of homework is being set according to the homework timetable and to ensure the quality and quantity of homework. To support members of their teams in contacting parents and applying appropriate rewards and sanctions.

Subject Teachers: To set appropriately challenging, engaging and manageable homework, in line with the homework timetable. To model homework expectations. To mark and return homework, providing feedback to pupils, in a timely manner. To contact the parents of and apply appropriate rewards and sanctions to, students who fail to complete homework.

Progress Leaders: To monitor and support the completion of homework by pupils causing concern in their year group. To liaise with subject leaders and form tutors.

Form Tutors: To monitor and support the completion of homework by pupils in their tutor group. To liaise with subject teachers and parents where pupils are falling behind in more than two subject areas.

Pupils: To use Class Charts to access homework set. To complete and hand in homework on time. To communicate to subject teachers and form tutors any barriers affecting the completion of homework.

SIMS Manager: To produce a homework timetable for Key Stages 3 and 4 in line with the school’s timetable. To ensure logins and passwords for Class Charts are in place for staff, pupils and parents.

Parents/carers: To support the implementation of the school’s homework policy. To support their child in managing their time effectively so that homework is completed and handed in on time. Parents/carers are central to their child’s success and have a vital role in ensuring their child benefits from homework. Work completed at home is key to parents’ understanding of their child’s progress and what is happening in the curriculum. Parents should ensure that they access their Class Charts account in order to support them in carrying out their responsibilities.

It is recommended that parents of secondary phase pupils download the classcharts for parents app to track homework set.

Parents/carers should refer to their child's homework calendar on Class Charts to view the homework set and to see whether or not the homework was completed and submitted on time. They should also use the planner to communicate with the school.

Children should have a suitable space within which they can complete their homework. Parents/carers should feel confident in giving guidance to children regarding how homework should be tackled, as well as answering questions to support. It is important that parents/carers have high expectations about the quality of the homework being produced by their child.

If parents have concerns about homework, in the first instance they should contact the subject teacher. If there is an issue with homework across subjects, then the Progress Leader should be contacted.

Homework as an entitlement.

Time spent productively on homework is equivalent to more than an extra year of secondary schooling.

Homework tasks prepare pupils for learning in the classroom and consolidates or extends the learning which has already taken place.

To ensure pupils are able to engage fully with their entitlement to homework, pupils can access support with homework through an after school homework club.

They can also access peer support through subject captains in each subject. Each subject area will arrange for subject captains to be available at a specific time each week to support pupils with homework.

KS 3 Homework

Year 7 are expected to complete approximately 6 hours of homework per fortnight. This increases to approximately 9 hours a fortnight in Year 8.

The homework overview for the Primary Phase is below:

Year Group	Homework	Due by
Reception	Reading: read 5 times a week and sign reading record book	Reading record books checked daily and Pillar point awarded on a Friday
	Letters and Sounds:	1 piece a week in Autumn term
	Key words:	1 piece a week in Spring and Summer term
	Share current learning from class	1 piece due in on a Wednesday
Year 1	Reading: read 5 times a week and sign reading record book	Reading record books checked daily and Pillar point awarded on a Friday
	Spellings: learn weekly spellings	Spelling test on a Friday. New spellings given on a Monday
	Maths Online Learning 45 mins	Checked on a Friday and Pillar point awarded
Year 2	Reading: read 5 times a week and sign reading record book	Reading record books checked daily and Pillar point awarded on a Friday
	Spellings: learn weekly spellings	Spelling test on a Friday. New spellings given on a Monday
	Maths Online Learning 45 mins	Checked on a Friday and Pillar point awarded
Year 3	Reading: read 5 times a week and sign reading record book	Reading record books checked daily and Pillar point awarded on a Friday
	Spellings: learn weekly spellings	Spelling test on a Friday. New spellings given on a Friday
	Maths Online Learning 45 mins	Checked on a Friday and Pillar point awarded
Year 4	Reading: read 5 times a week and sign reading record book	Reading record books checked daily and Pillar point awarded on a Friday
	Spellings: learn weekly spellings	Spelling test on a Friday. New spellings given on a Friday
	Maths Online Learning 45 mins	Checked on a Friday and Pillar point awarded
Year 5 & 6	Reading: read 5 times a week and sign reading record book	Reading record books checked daily and Pillar point awarded on a Friday
	Spellings: learn weekly spellings	Spelling test on a Friday. New spellings given on a Friday
	Maths Online Learning 45 mins	Checked on a Friday and Pillar point awarded
	SPAG: Punctuation task a week OR Reading: Reading Comprehension task a week	Checked on a Friday and Pillar point awarded

The homework overview for KS 3 is below.

Year 7 and Year 8	
One piece of homework should take between 20-30 minutes to complete, unless stated otherwise. Any queries please contact the subject teacher or form tutor in the first instance.	
English Maths Science Modern Languages	Once a week
Food Technology	Ingredients required once a fortnight
Geography History	Once a fortnight
Art	Minimum twice a term (each piece should take 1-1½ hours)
RE	Once a term, however, smaller tasks may be set occasionally in addition to this as necessary.
ICT	Once a term
Technology	Once every 3 weeks

Key Stage 4

In year 9 pupils can expect homework for core subjects once a week and for their option subjects at least once a fortnight. There may be occasions when options homework is set once a week. In years 10 & 11 students are set homework in each of their core and option GCSE subjects once a week. Students studying in Key stage 4 are expected to complete approximately 1-2 hours of homework per night.

Homework timetables for Key Stage 3 are circulated to all teaching staff at the start of each academic year and they are put on the school's website for parents to view.

Class Charts

Teachers set and record submitted homework using Class Charts, a web-based calendar for setting and tracking homework. Class Charts allows students and parents to access homework set and resources via a PC, tablet or mobile phone. It also allows Heads of Faculty and department leads to monitor the quality and quantity of homework set and progress leaders to identify those students who are struggling to complete homework in general.

Giving feedback on homework

All homework is marked according to the criteria outlined for each piece when it is set using CLASS CHARTS. There will be times when this will include self/ peer assessment. Homework will be assessed either with a total mark, a GCSE grade or equivalent and targets for improvement, or an Attitude to Homework (ATH) grade with comments.

Variety of homework

Different styles of activity are set as homework in order to meet the learning needs and styles of our students. This means that homework is differentiated to meet the needs of different abilities.

Signposting homework

It is important that it is clear to all what is homework and what is classwork. With this in mind all homework should have 'Hw' written at the top of it in exercise books. Where it is on paper, this paper should be glued into exercise books or, where relevant, stored in a subject folder and again clearly labelled as 'Hw'. Good practice would be to complete all homework tasks at the back of the exercise book, and classwork at the front.

The use of IT and homework

The changing nature of society means that technology should be something that schools embrace. This means that a good deal of homework may be IT based. Where this is the case:-

- If work is printed out it must be named and labelled as homework and glued into exercise books or stored in folders.
- If work is emailed to or shared with staff and returned by email to the student having been marked, the student needs to store that homework in their own subject folders on the school system. Students can then email this home to show to parents as necessary.
- Departments may identify certain pieces of homework to be hand written. At present, examinations are hand written and so students should practise this skill in different situations.

- If IT access is unavailable at home the Reading Lounge is open every lunchtime and after school and the ICT rooms are also available for students to use. Subject teachers may also have to print out worksheets and hand them to students who have no access to IT at home.
- Pupils should not simply cut and paste information in order to complete a homework. For research homework, pupils are expected to read and summarise the key information in their own words.

Non Completion of Homework

If a pupil does not hand in completed homework, the teacher will record this on class charts. Parents will then be made aware via the class charts app/ website that homework has not been completed. This will be reviewed by teachers at data capture points. Where a pupil has an ATH of a 4 then the teacher will write to the parent explaining about the lack of homework. If this is across more than one subject then the progress leader will write to the parent. The pupil will then go on homework report to support them in completion of homework.

Appendix 1

As a school we firmly believe that homework develops and enhances social, personal and educational skills, because it gives exercise in independent and extended learning.

We believe homework:-

- Supports independent learning skills
- Improves the rates of progress of those students who may be falling behind with their learning
- Extends all pupils' learning
- Allows pupils to work in a way that suits their learning styles and develops their less dominant learning style
- Prepares pupils for life and career pathways beyond school
- Allows pupils to research and build up the skills required to do this
- Supports progress
- Supports pupils in being able to manage their time and meet deadlines
- Challenges pupils
- Improves organisational skills
- Instils a sense of pride in their work
- Consolidates what pupils have been taught in lessons
- Inspires!
- Encourages an attitude of lifelong learning outside the classroom
- Lets all pupils enjoy learning, encouraging all to partake
- Encourages pupils to reflect
- Encourages family involvement, and allows parents to become more involved in their child's learning
- Gives pupils the responsibility for their learning
- Develops extended writing skills