

Homework Policy

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Homework Policy

Why do we set homework?

Homework supports learning and achievement. Homework should consist of meaningful and worthwhile tasks or projects that foster a love of learning and a thirst for knowledge. Tasks are designed to extend the learning of the student outside the classroom and students should want to complete the tasks. Tasks should embed the habit of learning independently at home. Homework has an important role to play in that it can:

- Extend and support classwork
- Enable access to resources not available in the classroom
- Reinforce skill and understanding
- Consolidate and extend work covered in class or prepare for new learning activities
- Extend and support every child's learning
- Develop the skills of an independent learner
- Develop deep learners rather than surface learners
- Develop research skills
- Allow students to gain and practice the skills and knowledge that they will be required to reproduce in assessment situations, such as exams
- Develop abilities in time management and organisation essential in life and beneficial to students as they leave the academy and progress to university or enter the workforce
- Allow students to take responsibility and ownership for their learning
- Engage parental co-operation and support
- Create channels for home school dialogue.

Where can homework be completed?

This policy is designed to create a strong culture of studying outside of class as this is key to developing independent learning skills. Importantly, homework does not have to mean, literally 'work done at home'. We acknowledge that this can create difficulties in some circumstances. It can mean work done at home but equally it can mean work done during the school day when not in lessons – in the homework club, the LRC or other quiet spaces, in an after-school club or booster sessions – whenever, wherever!

In circumstances where this is difficult to complete work at home, arrangements must be made with the class teacher for tasks to be completed at school. For example, this may be because of a need to access computers or printers. Homework clubs/support surgeries are also run in some faculties at lunchtimes and can be used for this purpose. (See Appendix 1).

What does homework consist of? What sorts of tasks are suitable?

Homework supports learning and achievement. Homework should consist of meaningful and worthwhile tasks or projects that foster a love of learning and a thirst for knowledge. Such tasks are designed to extend the learning of the student outside of the classroom and students should want to complete the tasks. Homework should include:

- Consolidation of work in class (but not just 'more of the same' for the sake of setting it)
- Practice – learning by doing
- Completion of coursework assignments

- Research
- Reading
- Interviewing others to canvass views
- Drawing or designing
- Using ICT
- Recording of music/performances
- Independent learning
- Viewing or listening – a specific programme, video or recording
- Extra-curricular activities – visit a museum, gallery or event to widen horizons

What timescale is homework expected to be completed in?

Each department will decide on an appropriate amount of time required to complete each task. Students are generally given at least two days to complete homework, but occasionally it may be for the next lesson or the following day.

Who has what responsibility for homework?

Every student should:

- Listen to homework instructions in class
- Copy down instructions for the task and deadline date
- Ensure that homework is completed and handed in on time
- Attempt all work to the best of their ability
- Inform the class teacher of any difficulties (a note for parents/carers in the planner is advisable)
- Inform the class teacher of any difficulties they may have in recording the homework.

Every teacher should:

- Ensure that all homework is recorded on Go for Schools, ensure that homework is recorded before the student leaves the lesson (ideally at the start of the lesson)
- Ensure that homework is completed and handed in on time (appropriate to each task)
- Ensure that failure to complete homework is logged so that it can be tracked and used to inform intervention strategies such as progress reports, student interviews and support plans (i.e. replacing lost planner)
- Use appropriate strategies to overcome any difficulties students may have in recording the homework
- Discuss the homework task with the student to check that the task was a suitable level of challenge for the student.

Heads of Department should:

- Ensure that staff set appropriate homework and offer support in relation to the types of task that can be set
- Ensure that students follow the presentation guidelines, making homework identifiable with a clear HWK label on the work
- Support teachers by providing platforms to escalate repeated failure to complete homework and failure to attend/comply with sanctions introduced by teachers.

Tutors and Heads of House should:

- Ensure that students record homework
- Remove or overcome barriers that prevent homework from being recorded and/or completed by the agreed deadline
- Use peer mentors to support students who are struggling to organize their time to allow them to meet homework deadlines.

Senior Leadership Team should:

- Support Heads of Department and Heads of House by providing platforms to escalate repeated failure to complete homework and failure to attend/comply with sanctions introduced by teacher, Heads of Department and Heads of House.

How can parent/carers support with homework?

The role of parents/carers is crucial if a child is to gain success from homework. Reinforcing its value through positive feedback will give students confidence to persevere, work hard and reach high standards of achievement. Parents/carers can help by:

- Checking the time spent on individual tasks
- Check that they have a notepad or similar that they write homework in
- Check Go for Schools where most homework tasks can be viewed
- Download and use the go4schools app on devices to enable faster access to tasks
- Encourage students to pack their bags the night before, perhaps with a specific thin folder for placing homework in
- Remind them to complete the homework on the day that they received it (so that they can ask the teacher if they do not understand the task)
- Providing a quiet place to work
- Checking presentation and content of all homework being returned to school
- Negotiating with the student when homework is to be done as student's free time is important too
- Ensuring that outside clubs do not hamper a child's quality of work and put a child under undue pressure. (In exceptional circumstances, parent/carers would be advised to liaise with Retford Oaks).

How much homework will be set?

Homework is set for all students and the co-operation of parents is sought to ensure that this is done properly and regularly.

The value of homework activities is far more important than the precise amount of time devoted to them. However, good practice would suggest that, on average pupils should spend the following amounts of time on homework or GCSE coursework:

Key stage 3 between 2.5 – 5 hours per week
Key stage 4 between 5 – 10 hours per week
Key stage 5 between 10 – 15 hours per week

It is an expectation that students will take responsibility for their own learning out of class. Students should use additional time to consolidate learning or spend time reading to ensure

an appropriate time is spent studying.

How will homework be set?

This is decided by each department area in collaboration with Senior Leaders. On completion of the school timetable, faculties will add the points at which homework is set to the long-term plan. The Heads of Department will then monitor the amount of homework that is evident in students work within their departments.

How and where will homework be recorded?

The class teacher controls the direction of homework and nature of tasks set. Students are given a planner at the start of the year and are expected to use these to record homework. Staff are encouraged to record homework on Go for Schools as students and parents can access homework online. If appropriate, staff should set the work using 'Bloom's language and the tasks should be differentiated to meet the needs of the group.

The teacher will set homework on Go for Schools according to the long-term plan and give a deadline for completing it. Parents/carers are then able to access this on Go for Schools. Homework will be marked and returned promptly with feedback, where appropriate. Marking of work could take the form of teacher, peer or self-assessment and the method for marking work will be determined on a task basis, controlled by the Heads of each department.

See Appendix 2 for instructions about how to set homework on Go for Schools.

Internal department policy and Procedures

What will be expected from each department?

All faculties have a department Homework Policy, which identifies clearly:

1. When homework is set
2. How much homework should be set?
3. How homework will be checked, assessed and stored
4. Types of homework used
5. Place of homework in the scheme of work
6. How and by whom homework will be monitored (Head of Department/Senior Leader)

How are students rewarded for high quality homework?

Students will be awarded five reward points for achievement and engagement with the task, completing homework to the required standard on time and in an organized manner. This will be an automatic response as work is collected in and logged on Go for Schools.

For exceptional pieces of extended work, this will be several reward points using Go for Schools such as, homework significantly better than the norm, well done postcard, student of the month or department letter home and the Principal's award. (See appendix 3 for consequences flowchart)

Parents and students can access this through Go for Schools. Students can use the points on RBay and Heads of Houses may choose to award certificate and reward points gained through homework.

What will the consequences be if homework is not completed?

If homework is not completed on time, the teacher will initially support the student to check the task set was appropriate. If this is the case than a sanction will following and will be recorded using Go for Schools. The teach will then apply a suitable sanction to encourage the student to be more organized and diligent. It should also deepen the students understanding of the homework topic. (See Appendix 3 for consequences flow chart)

- An appropriate sanction will be recorded on Go for Schools as follows:
- Homework not completed (-5 points, suitable sanction applied by the classroom teacher/Head of Department)
- Multiple sanctions for failure to complete homework on time (discussion with tutor/co-tutor to identify support strategies to enable homework to be completed). Letter sent home to parents to inform them of the issue.
- Repeated failure to complete homework (-10 points, monitoring meeting set in DT3 for one hour after school to discuss support strategies such as monitoring report)
- Repeated failure to attend homework meeting in DT3 (-30 points, automatic Friday after school detention for one hour)
- Failure to attend Friday after school detention (-75? Points, one hour in pre-ex from 3.30 pm).
- Student Support Admin role will support the Lead Practioner to inform parents that homework has not been completed and that a detention has been set.
- Teachers are further supported by Heads of Department and the Senior Leadership

team.

- Tutors, using planners will also be able to identify students with homework problems across several curriculum areas and use peer mentoring to support where needed.
- Class teachers of students and who regularly fail to complete homework or attend the central homework detention, will be contacted by the Associate Principal and if necessary Heads of Department. Further detentions will be set at lunchtime and after school and support organized where appropriate.
- Parents/carers of students and who regularly fail to complete homework or attend the central homework detention, will be contacted by the Lead Practitioner and if necessary Heads of Department. Appropriate support will be organized where appropriate.
- Heads of Houses will be informed by the Associate Principal and if necessary Heads of Department if students persistently fail to attend detentions.
- The Associate Principal will refer students to the Senior Leadership Team who persistently fail to complete homework or attend detentions despite parental/carer involvement.
- The Associate Principal will support Heads of Department and Heads of Houses by ensuring students attend SLT detention on an agreed ay (Friday 3.30-4.30 alongside late detention).

Appendix 1

List of times/locations and staffing arrangements for the clubs and booster sessions.

Monday	Tuesday	Wednesday	Thursday	Friday
Homework Club in PLT	Homework club in PLT	Homework club in PLT	Homework club in PLT	Homework Club in PLT

Appendix 2

Instructions on how to set on Go for Schools

Appendix 3

Homework sanctions flowchart

Homework Sanction

-75 points

One hour in Pre-exclusion room from 3.30pm

Failure to attend an after school detention for a second time
in a row

Level 3

-30 points

Repeated failure to attend homework discussion in DT3

One hour detention, after school on Friday

Level 2

-20 points

Repeated failure to complete homework

(homework discussion in DT3)

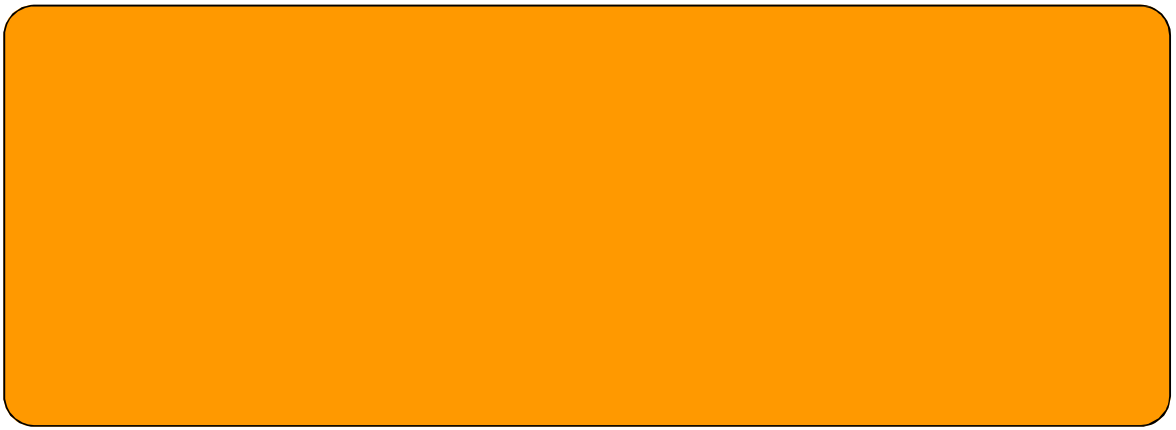
Placed on homework monitoring list

Level 1

-5 points

Homework not produced/not at the required
standard

(homework detention set by class teacher)



Level 0

Teacher and student discuss why they were unable to produce the homework on time.

▮ Decide how you can prevent this from happening again and implement a strategy to ensure the homework is completed