

Homework Policy

This policy is applicable to: South Hunsley School

Intended audience: Parents, Students, Staff

<p>Important: This document can only be considered valid when viewed on the school website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.</p> <p>Name and Title of Author:</p>	<p>Whitney Bower Assistant Headteacher</p>
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<p>Implementation Date:</p>	<p>7 December 2015</p>
<p>Review Date:</p>	<p>February 2022</p>
<p>Target Audience:</p>	<p>All Staff, Parents, Students</p>

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1. Aims

This policy is intended to establish the school's commitment to homework as an aid to student learning and continuous improvement. In doing so it is necessary to

1. Define the term "homework"
2. Clearly elucidate the benefits of "homework" for teachers and students
3. Identify "homework" expectations for teachers, students and parents

Homework can be defined as any activity or exercise related to the school curriculum which students undertake in addition to timetabled classroom. These activities can take many different forms including written exercises, research, planning or creative activities, independent reading or group work.

Types of homework students could be set:

Exploration homework

The students look forward and prepare for the next lesson.

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; 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 homework

This is about remembering what the students have already been taught and practising key skills in readiness for moving forward.

Examples of this could be

- Remembering words, facts, details, sequences or rules.
- Answering questions based on work covered in class
- Using web-based materials such as mymaths or GCSE pod
- Applying learning from lesson in a different context
- Past paper revision

2. Policy

The school will ensure that appropriate homework is set for all students according to the aims outlined above. All academic departments will devise an individual subject homework plan in accordance with this policy.

Any homework set will be allocated a due date and then marked and checked within a suitable time so that the benefits of the homework are identified by students and staff. Microsoft Teams will be used to set and record homework in the assignment section. Students will record homework in planners to enable students and parents to track their homework and manage their time.

Expectations

- The amount of homework that is, or should be set by teachers is often a matter of dispute and it is difficult to define exact amounts or time to be spent as this will vary according to topics, time of year, the speed at which the student works and the nature of the task. The school would wish to establish a

compromise between achieving the learning aims defined above and overburdening students with tasks that deny them leisure time, discourage their enjoyment of any subject or detract from their wider learning.

- We are very aware that many of our students pursue a wide range of activities outside of school including sport and music for example and we believe that such pursuits are invaluable in developing well-rounded and happy students and are intrinsic to a balanced educational experience for young people. The amount of homework set should, we believe, take students' outside interests into account.
- We expect teachers to take into account the varying needs of students when setting homework. By doing this they will ensure that the homework is appropriate to the needs of each student in order that every student 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 students' time than their other subjects.
- In addition to specific tasks set by their teachers, students 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 student never has "no homework". There is always appropriate reading to do.
- Parents can also support the school by encouraging students in 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 students regarding expectations of independent work.
- Homework tasks set by teachers are never optional and the school's expectation is that all students will complete homework tasks to deadline and to a standard that at least reflects their academic ability and competence. Written warnings will be given in planners by teachers when homework is not completed.
- Parents are asked to support teaching staff by checking planners for written warnings.
- Students and parents should be aware that the completion of homework and the student's attitude and commitment to it will contribute to the student's overall academic record and form part of the formative assessment and school report.
- All homework should be recorded on Microsoft Teams and in planners to allow students workload to be monitored.
- Homework should be marked in line with school and department marking policies.

Guidelines for Departments

At Key Stage 4 and Key Stage 5 the completion of coursework, practice of skills and independent reading is likely to be dictated by the demands of the exam course, as mentioned before and it is therefore impossible to set out specific time allocations. Subject leaders should however be aware of the workload of students and set appropriate deadlines for completion that allow students 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 instils good working practice. Homework tasks must be meaningful and related to the classroom activities but should also generate interest in the students 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 students 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.

In general however the expectations for homework at Key Stage 3 are that

- Core subjects will set a written or constructive homework task once a week. The format of this will be decided by the department but the setting and deadline days will depend on the individual timetable. The work will be marked or checked soon after submission and students will be made aware of the teachers marking policy in this respect.
- Foundation subjects have less timetable allocation than core subjects and in many cases only one period per week so clearly the demands on students' 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 students 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 these arrangements are commensurate with the aims of this policy as well as allowing time for the reading and consolidation programme already described and the personal development of students.