



To nurture each individual's aspirations and talent

To provide outstanding learning experiences and opportunities

To promote respect for one another and the environment

To encourage collaboration and partnership

HOMEWORK POLICY

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1. PURPOSE

Homework demands and expectations vary between departments and the three Key Stages. The majority of departments set homework on a regular basis, but will not do so if there are no appropriate tasks or if, for example, lessons are cancelled. The guiding principle of homework should be that it is relevant and can contribute to the development of new skills or reinforce, complement or extend students' learning. It should be differentiated in terms of content and expectation and allowances should be made for students with difficult home circumstances.

2. RELATIONSHIP TO OTHER POLICIES

This policy sits alongside the Teaching and Learning Policy, Gifted and Talented Policy, Equality and Diversity Policy, Assessment Policy and Special Educational Needs Policy. Homework should be seen as an integral part of every student's progress across the curriculum.

3. SCOPE, PRINCIPLES AND DEFINITIONS

Frequency

A homework timetable is published each year and most subjects comply with the set days, but often give students several nights to complete a task. The majority of Departments set homework regularly. (This means at least once a fortnight). At KS4, all subjects set homework regularly.

In Key Stage 5, students are expected to study independently for each subject as well as completing all the homework set. This is likely to total about ten to fifteen hours a week.

Types of Homework tasks

- Consolidation and extension exercises
- Investigation and research
- Preparation and planning for future lessons
- Revision for tests and mocks
- Personal monitoring and recording
- Written accounts and essays
- Model exam questions and past papers
- Practise of practical skills
- Worksheet activities
- Continuation of coursework, including drafting, editing, processing, etc.
- Analysis, testing and evaluation of class work
- Posters and sketches
- Model making
- Preparing presentations or questions
- Writing up notes
- Online tests.

Recording and monitoring

All homework set – whatever the Key Stage – should be recorded in the student planner so that it can be monitored by parents, tutors and the Senior Leadership Team. Students should be encouraged to write in the deadlines and tick off completed work. Homework is also set on Kaleidos at KS3 for all subjects and can be set this way for other key stages.

Assessment

Homework should be set in accordance with the teacher's ability to respond to it. No teacher can mark 270 written homework tasks a week and so there may be times when teachers have to vary the task.

Homework may sometimes be marked by peers or by the students themselves when the teacher goes through the work in the lessons.

Teacher assessment should be completed often enough to ensure that all students receive formative feedback on their work at regular intervals. AfL (Assessment for Learning) underpins the principles of marking and feedback and every department should adhere to this.

Special Educational Needs

The Learning Support Department provides homework packs for individual students and encourages departments to do the same. There is also a supervised homework club at lunch times which students are invited to attend.

Support Structure

We need to help students to become independent learners. We want to encourage them to be organised and self motivated. We need to teach them that homework is for their benefit and not for the benefit of their teachers. We also have a responsibility to encourage them to meet and learn the importance of deadlines.

However, it is counter-productive to keep the same students in detention week after week or every day of the week if they are not able to complete homework due to learning difficulties or home circumstances. It is vital that homework is set which is within the capacity of each student. Students should then be supported and encouraged in catching up on missed homework, rather than punished for failing to complete it. Detentions should be used with discretion and with some understanding of the individual student's needs and where possible reserved for punishing inappropriate behaviour.

The Sixth Form homework policy ensures that academic mentoring is implemented for students who fail to do homework. If the situation does not improve, other support structures will be implemented, including supervised 'free' time and weekly target setting.

Parental Role

It is the role of parents to check planners and Kaleidos to ensure that their son or daughter completes the work set. We also encourage parents to inform tutors if they have any concern about homework.

4. CONSULTATION

Homework has been discussed by the students through the Learning Ambassadors scheme. It has also been the focus of the Teaching and Learning Forum and Heads of Department meetings. Consultation was conducted with both parents and staff before making the setting of KS3 homework on Kaleidos mandatory. Further consultation is ongoing as part of Teaching and Learning meetings.

5. MONITORING, REPORTING AND EVALUATION

Homework in KS3 is monitored by parents and staff through the setting of homework on Kaleidos.

Heads of Department will also carry out Work Scrutiny (see Assessment Policy) in all year groups across the year and this will monitor the use of AfL as well as homework setting and feedback.

Parent surveys are carried out at regular intervals to monitor the students' learning experience including homework.