



CARMEL COLLEGE

HOMEWORK POLICY

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HOMEWORK POLICY

VALUE OF HOMEWORK

At Carmel we value the contribution that homework can make to the progress of all our learners. To have the maximum impact it needs to be an integral part of the curriculum, legitimately planned to reinforce and extend learning from school to home and prepare for future learning. Homework develops the virtues of responsibility, independence, resilience, confidence and self-regulation, supporting all our learners to achieve their full potential. Providing students with high-quality feedback increases this impact and also demonstrates the value we place on homework to parents and pupils.

PURPOSE OF HOMEWORK – WHAT IS IT FOR?

- To develop the skills of independent learning.
- To consolidate learning in class and build confidence.
- To practise and master skills, learning by doing.
- To develop self-regulation and time management skills.
- To research an area of interest.
- To give the opportunity to develop the partnership of student/parent/teacher.
- To do work which is not suited to the classroom situation.

PLANNING OF HOMEWORK

In order to become habit forming and to build skills and expectations as learners progress from KS3 – 5 it is essential that the following principles are considered when planning and setting homework:

- There needs to be a consistent routine and format across the department that progressively develops each year.
- It is designed as part of the long, medium and short term planning, supporting and extending the curriculum.
- Between 2/3 homework tasks per half term are compulsory and completed by all pupils across the department, these should be listed in the front of the exercise book.
- To consolidate knowledge on a regular basis, a revision homework task will be given prior to an assessment.
- Learners have an opportunity to choose tasks.
- Examples of the expected standard are modelled using peer and/or teacher examples.

HOMEWORK TASKS WHICH MIGHT BE SET

Shaped by all teachers, we agree that suitable homework tasks include:

Weekly vocab tests, reinforcing technical language, group projects, consolidation/extension/application of knowledge from class, problem solving, improvement tasks in response to feedback, exam questions, guided investigation of new information, parental involvement/ interviews, preparation for next lesson, freedom and choice, reading.

Specific revision tasks include making flash cards, mind maps, LOCI, image chains, past papers, practice questions, peg words and suitable interactive websites such as MyMaths and Memorise.

HOW MUCH MUST BE SET?

The following is the minimum amount of homework which will be set. However, there may be a limited number of occasions when less or more homework is given. Practical subjects such as art and design technology might require more time.

KS 3

Maths and Science will set homework twice per week
English, Geography, History, French, Spanish and RE once per week
Art, Computing, Music, PE and Technology once a fortnight

KS 4

Maths will set homework three times per week
English and Science will set homework twice per week
All other subjects at least once per week

KS5

For each A' level or BTEC course 5 hours of independent work needs to be set to be completed in assigned study lessons and at home.

Years 7 & 8	45 – 90 minutes per day	30 mins per subject
Year 9	1 – 2 hours per day	30-45 mins homework
Years 10 & 11	1 ½ - 2 ½ hours per day	45 mins -1 hour

HOMEWORK PROCEDURES

Homework Timetables:

These take account of:

- 1 The need to ensure coordination for homework completion by the form tutor so that students do not have too much to do on one night and too little on another. This is usually achieved by giving students more than one night in which to complete homework.
- 2 The teacher's work schedule and opportunity for marking work.
- 3 An even sharing of homework for students across the week.

Students will record their homework timetable into their homework diary. Tutors should monitor that the timetable is being adhered to by all.

In addition to teachers ensuring homework is recorded in diaries, TEAMS can be used to share homework resources, submit and give feedback on homework.

Students with a Statement of Educational Need carry homework cards. Staff should specifically check that homework is correctly written into their diaries and where necessary write it in for them.

Homework Diary:

The homework diary must be brought to College every day. Homework should normally be written on the board with sufficient time for students to write it in their homework diary. The date to be completed must be clearly stated. The content of the homework should be written so that parents can understand what has to be done, and can help if necessary. Teachers need to check the homework has been written in the diary appropriately. Parents and tutor must sign the diary weekly to show they have noted what has been set and Pastoral Learning Managers will check diaries at regular intervals.

Help with Homework:

If homework tasks are not understood by students, they should see their subject teacher the day before homework is due for completion, and ask for help.

The Learning Support staff offer a lunchtime homework club as do the Librarians after College. Students in Years 10 and 11 may also access support from Learning Mentors in the Library at lunchtime.

Homework Procedures as Students Move up through College:

To ensure homework becomes habit forming for all learners, we will have consistent and progressively higher expectations of homework from year 7 to year 13.

Students in Years 7, 8 and 9 may have shorter tasks to complete and usually only two or three days in which to do it. In subjects which have only one lesson each week, the homework time span is often one week.

In Years 10 and 11, tasks set are more extensive and personalised to improve specific gaps in knowledge.

To prepare learners for linear assessment, revision homework tasks must be set prior to an assessment to show evidence of consolidation of knowledge. In order to make revision habit forming this needs to be a consistent half- termly routine from year 7 onwards.

Summary of Homework Procedures:

- 1 Homework must be completed on time, to the best of the pupil's ability by the date set in the diary.
- 2 Parents are updated on their child's ability to complete homework through reports, diary, communication from the Pastoral Learning Manager or during the Academic Mentoring Day.
- 3 If a student persists in not doing homework
 - they may be detained to complete the work
 - a curriculum leader may contact the parent/carer to discuss their concern

- their parents may be asked to come into College to see the Pastoral Learning Manager

ARRANGEMENTS FOR MONITORING AND EVALUATING THE POLICY

- 1 Form Tutors will scrutinise homework diaries each week.
- 2 Parents are asked to look at their child's diary and contact the Pastoral Learning Manager if necessary to discuss any issues or concerns.
- 3 Pastoral Learning Managers will select a random sample of diaries regularly each half term and check that the diary is being completed appropriately.
- 4 Members of the Senior Leadership Team will undertake homework reviews and work scrutiny as part of their departmental monitoring programme.

SUMMARY OF THE POLICY

Students' Responsibilities

- Write homework on timetable in diary.
- Record homework fully.
- Complete it to the best of their ability.
- Ask for help at least a day before the deadline if needed.
- To ensure timely feedback is given, homework must be handed in on time.

Parents'/Carers' Responsibilities

- Provide a peaceful, suitable place for students to work at home.
- Make it clear to students that they value homework, and point out the benefits of it.
- Ask to see completed homework and encourage student to complete this to the best of their ability.
- Expect deadlines to be met and check that they are via the homework diary.
- Sign the diary.

Teachers' Responsibilities

- Set appropriate homework in accordance with the policy and make sure it is recorded correctly
- Check that students carrying homework cards have correctly noted the homework
- Collect it in on the due date and mark it, if appropriate.
- Give formative feedback to students.

Curriculum Leaders/Pastoral Learning Managers' Responsibilities

- Monitor homework given and ensure it meets expectations outlined in the policy.
- Monitor diaries.
- Complete work scrutiny of the work set and the quality of the completed product.
- Take action if necessary.

Senior Leaders' Responsibilities through Link Leader Role

- Monitor, evaluate and review the homework policy and its effectiveness.

- Monitor the quality and impact of homework.
- Ensure there is consistency across a department and whole school.

Appendix for examples of set homework and revision tasks

Homework Timetable



Types of Tasks



Vocabulary Learning

Memorise the vocabulary lists from your vocabulary specification, ready for your vocabulary test.



Teacher-Specific Homework

Write down in your planner your teacher's instructions. It could involve completing a worksheet, writing a paragraph, memorising extra words, etc.



EP (Extended Project)

Check the instructions for the extended projects. They consist in writing draft paragraphs based on what you have learned in class and then presenting it in a creative way.



Revision

Review the vocabulary you have learned throughout the year as well as the grammar and key structures. Create mindmaps, flashcards, complete extra revision sheets, etc.

Autumn 1 Greetings & Introduction

Week	Voc.	Homework
1	List 1	Teacher-specific homework
2	List 2	EP – draft 1
3	List 3	Teacher-specific homework
4	List 4	EP – draft 2
5	Lists 1-4	Revision & Prepare Writing & Speaking
6	List 5	Teacher-specific homework
7	Lists 1-5	EP – production using drafts 1 & 2

Autumn 2 Family & Description

Week	Voc.	Homework
1	List 6	Teacher-specific homework
2	List 7	EP – draft 1
3	List 8	Teacher-specific homework
4	List 9	EP – draft 2
5	List 10	Teacher-specific homework
6	Lists 1-3	EP – production using drafts 1 & 2
7	Lists 4-6	Teacher-specific homework
8	Lists 7-10	General Revision

REVISION ACTIVITY FOR BIOMES AND TROPICAL RAINFOREST

Key term	definition	Draw the structure of the rainforest
Canopy		
Emergent		
Humus layer		
Nutrient cycle		
Deforestation		
Sustainable development		
Eco system		
Biome		
Angle of incidence		
+ For the desert biome and the tundra biome describe the climate and the type of vegetation. For EACH biome, chose 1 adaptation and explain why it is necessary		
Explain why soya or palm oil production is so damaging to tropical rainforest rivers, the soils, the local population and the global climate		How can tropical rainforests be used sustainably

CARMEL RE DEPARTMENT

YEAR 7 MODULE 4

CALLED TO CHANGE

Compulsory Homework Tasks	Pupil Reflection
<p>1. The charity CAFOD created a project for Lent called 'Give, Take Action and Pray'. Reflect upon what you would like to do and change during Lent and then write down what you would like to give, how you could take action and who or what you would pray for.</p> <p>2. Create a storyboard! Choose any one of the stories you have studied in this module. Divide your page into six boxes and then retell the call to change using artwork and short, catchy captions.</p> <p>3. Think carefully about the following questions before answering them: Why is saying sorry such a difficult word for some people to say? And, Is forgiveness easy? Answer the questions in at least two paragraphs and use examples to help you explain your ideas.</p>	<p>Parent/Carer Comment</p>

Year 8 Unit 4 Term 1 Matisse Collage Homework

1. Draw 3 exotic plants or houseplants using coloured pencil. Press down to get strong colour and fill the page with an interesting composition.

2. Find an interesting disco track (artist design from count me in such as Africa, Tilly and the Wall). Pick up and draw a centre using coloured pencils of your choice. Decide the title 'Pop Track' (describe where it is from, what the track is and why you like it). What is the music used for and how was it made. Which artist made it?

3. Design a t-shirt composition similar to the example, using plant designs and life research. Matisse shapes and words to his patterns. Make sure you use complementary colours and balance the colour and shape. Look at the t-shirt examples opposite and try to incorporate some of their ideas.

4. Produce 2 T-shirt designs which include ideas from your previous designs. You must draw the T-shirts first. You could think of a small motif on the front or back, look at surf brands for ideas.

Question Paper in progress, use the computer for inspiration. It gives tips on how to use:

1 Describe your finished collage. Talk about the materials you used and the composition - how you arranged the colour, patterned shape.

2 Explain the changes you went through to achieve your final collage.

3 Where did your Matisse live and work. Why did this affect his use of colour. Why did he stop painting and turn to collage. Which African country inspired Matisse? A How would you improve your work, what changes would you make.

5 What other products could you apply your design to? Explain why.

6 List three things you have learnt.

Autumn Assessment

Peer Assessment

Matisse Cut Out 1943 - 44

Pink Horse and Fried Eggs Tapestry by Matisse 1980

Fans Rutherford Tapestry 2000