

### ABSTRACT

We believe that a regular homework habit is an essential part of the educational experience for all students. However, we also believe that it is important that young people have time out of school to be involved in other activities. This document details our approach to setting homework.

### BACKGROUND

Homework can be defined as “any work or activities which students are asked to do outside lesson time”.

Russell Hobby, general secretary of the National Association of Head Teachers, said: *“Homework is like most things in education - it is quality that counts, not quantity. If homework is properly connected to lessons, and regularly marked, it works”*.

"Just setting large volumes of homework for the sake of meeting targets doesn't work. Sensible discretion on the part of head teachers, to ensure the schools' homework policy reinforces their teaching strategy, is fine."

### AIMS

In addition to our whole school aims and values, the aims of setting homework are:

- To encourage students to develop the skills, confidence and motivation to study effectively on their own. This is vital given the importance for students in the future of lifelong learning and adaptability.
- To consolidate and reinforce skills and understanding developed at school.
- To extend school learning, for example through additional reading.
- To sustain the involvement of parents and carers in the management of students' learning and keep them informed about the work students are doing.
- To support students in the management of particular demands, such as GCSE course work.

### IMPLEMENTATION

- All homework is set using *Arbor* which can be accessed via the school website. Students can access this using their personal log in on the website: parents can similarly monitor homework completion.
- It is expected that Subjects allocate an average of one homework per week to extend, consolidate or review knowledge, or even to prepare for future learning. This may be more for GCSE core subjects.
- Flexibility of several days to complete homework should be built into the routine to maintain a work/life balance for students. This also promotes the responsibility within students to manage their workload responsibly
- As a rough guide we would expect on average the following time allocations, although it goes without saying that individuals take varying amounts of time to complete an identical piece of work:
  - Years 7/8: 30 minutes per subject per week
  - Year 9: 45 minutes per subject per week
  - Years 10/11; 1-2 hours per subject per week (this may be divided into a number of separate tasks)
- In Years 10 and 11, homework will often be connected with coursework or examination tasks. Coursework based tasks may span a period of time and therefore separate homework tasks will not necessarily be set, although Staff will give reminders of what homework is set for any given week.
- Deadlines for completion are based on the demands of the task and its place in the teaching programme. This can vary both within and between subjects, although it is important for teacher and student to establish a routine.

Subject teachers will set homework deadlines that allow some flexibility to accommodate an appropriate work/life balance for students i.e. deadlines should not be set for the next day.

- Students are encouraged to check Arbor regularly for homework deadlines and for guidance on homework tasks.
- Homework is an essential part of the curriculum and will therefore develop, extend and enrich the work done during the lesson in the classroom. There will be occasions in the teaching programme when it is not appropriate to set homework.
- A wide variety of tasks can be set for homework. These can include research, reading for pleasure and information, investigation, learning, revising, writing, drawing, making, interviews, simple experiments and projects. Tasks that are set will take into account the ability of students to work on their own.
- Subject areas must detail specific homework arrangements and opportunities linked to schemes of work.
- Homework may be submitted in a variety of ways depending on the nature of the task: Arbor upload, on paper, in exercise books, Notebook on Microsoft, Showbie, Sparx Reader/Maths or by email. Teachers will check homework and provide feedback or recognition.
- Parents are asked to support the school's homework policy and to encourage their children to complete homework appropriately. If they have been absent from school it is obviously important to catch up with work missed.
- We recognise that some youngsters might have difficulties completing their work in the time after school. In order to support them:
  1. Staff may allow classroom space available at lunchtimes for students to study and complete homework.
  2. The computer facilities are often available at lunchtime by arrangement in subject areas.
  3. The school facilities are generally available for after school use by arrangement in subject areas.
  4. A number of curriculum areas offer study support sessions after school during the week and in preparation for examinations.
- Staff are flexible and understanding if a particular problem occurs with completing the homework. Students/parents should discuss with Staff why homework has not been completed to ensure appropriate and fair action is taken.
- Tasks set as homework will be marked or referred to as soon as appropriate to the on-going schemes of work.
- If homework is not completed and handed in on time, this will be recorded using *Arbor*.
- If the problem persists, a detention might be used following the correct notification to parents. Faculty and Subject Leaders, form tutors and year-leaders will be informed via *Arbor*.
- Some homework is differentiated to enable SEN and/or students with disabilities the opportunity to complete the work with little or no adult support.
- Parents/Carers should contact the member of staff issuing the homework if any problem with understanding or completing work occurs via the planner.

- Students with Dyslexia should be provided with homework suitable to their learning needs by using a computer, visual research, auditory recordings as appropriate. Year 7 pupils will have enhanced accessibility with the introduction of iPads.

## **MONITORING AND EVALUATION**

The effectiveness of our policy is monitored and evaluated in the following ways;

- Students are expected to take responsibility for checking *Arbor* and must notify their Form Tutor if they are experiencing problems in doing so.
- Students are expected to take responsibility for completion of homework and meeting the required deadlines.
- Students are expected to discuss with the appropriate staff any difficulties they encounter with homework before the deadline for completion.
- Parents are asked to check and monitor student completion of homework using *Arbor*.
- The monitoring of the setting of effective homework within the department is the responsibility of the Faculty Leader and Subject Leader. It is expected that Faculty Leads will monitor the frequency of homework being set in faculties through regular book trawls as well as Learning Walks and bi-annual Faculty Review. This will be supported further by Pastoral leaders.
- Staff should monitor the completion of homework and this should be supported by TA's where students have SEN and specifically Dyslexia.
- Parents are invited to use email as a method of communication about all school issues including homework.
- Issues relating to homework are a regular topic at parents' evenings and are followed up as appropriate.
- Parents are to monitor the length of time spent on homework and if it is excessive particularly for students with SEN, Dyslexia and / or disabilities limit any time over the recommended allocation.

## **Responsibilities**

### **The role of the student**

1. To listen to homework instructions in class.
2. To check *Arbor* and respond to homework tasks.
3. To ensure that homework is completed to the expected standard and handed in to meet the deadline set.
5. To inform the class teacher of any difficulties in terms of deadlines or work set.

### **The role of the Form Tutor**

1. To ensure that homework is being completed, that *Arbor* is being accessed and pass any concerns on to subject leaders.
2. To note and respond to any comments received by parents.

### **The role of the Class Teacher**

The class teacher controls the direction of homework and the nature of tasks undertaken.

The teacher will:

1. Set homework according to the timetable contact hours.
2. Provide the stimulus or a downloadable stimulus.
3. Give full and comprehensive instructions.
4. Set realistic deadlines for completed work and ensure that they are met.

5. Mark and return all homework promptly.
6. Provide help and support or direct student to this help where necessary.
7. Inform the Faculty Leader/Subject Leader/Form Tutor as appropriate when problems arise.
8. Highlight any homework within books and folders.

#### **The role of the Parent**

1. To ensure routines are provided at home for the completion of Homework on time.
2. Provide Children with the necessary equipment/resources to complete homework.
3. To support and show interest in homework where possible.
4. To remain in good contact with the child's form tutor/class teachers over the setting and completion of homework.

*NB. Where SEN is mentioned within this policy it includes students with dyslexia.*

*Dyslexic students can use alternative methods to record their homework, e.g. by using a computer, visual research, auditory recordings etc.*

#### Policy Review:

Signed by: ..... (Principal)      Signed by: ..... (Chair of  
Academy Council)

Date: .....

Next Review Date: June 2024