



St. Cuthbert's
Roman Catholic High School

WHOLE SCHOOL POLICY & PROCEDURES

HOMEWORK



Mission Statement

*'The Lord God requires of us that we should help others whenever we can,
always make the right choices and be the best that we can be in everything that we do'.*

Policy: Homework Policy		
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ST. CUTHBERT'S HOMEWORK POLICY

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1.0 CURRICULUM INTENT

Rooted in the teachings of Jesus Christ and His Church, the curriculum at St Cuthbert's provides ambitious educational opportunities for all members of our community. The curriculum equips our students with the knowledge, skills and personal characteristics to flourish as global citizens bringing about the Common Good.

Our holistic curriculum enables us to be the best that we can be.

2.0 RATIONALE

To enable our students to be the best that they can be:

All homework which is set should be meaningful and serve to extend and develop the thinking and learning which has taken place in class; as well as providing students with opportunities to enhance and enrich the curriculum that they experience during timetabled lessons. Students, parents/carers and the school all have responsibilities and our shared approach is consistent and positive. Work that is completed outside of school is used to inform teachers about which skills can be independently applied, the knowledge that has been learned and the progress that is being made. Teachers will then use this information for planning, teaching and personalised support. Curriculum enrichment home learning gives students the opportunity to explore aspects of their academic curriculum in depth, as well as enhancing their learning through culturally rich experiences.

Homework also enables students to understand that organisation of their own time and work is a key skill that they learn during their time at school and one which prepares them for further study, employment and later life. Homework activities, such as research, reading and revision tasks help students to practise and develop strategies to improve *how* they learn, as well as *what* they learn.

Feedback on homework will be constructive and students will be given recognition for their effort and work well done.

3.0 AIMS

The aim of homework is to enable students to:

- Consolidate and extend work covered in class or prepare for new learning activities.
- Access resources not available in the classroom.
- Develop research skills.
- Have an opportunity for independent work.
- Enhance the learning that takes place in school with opportunities for cultural experiences.
- Show progress and understanding.
- Enhance their study skills e.g. planning, time management and self-discipline.
- Take ownership and responsibility for learning.
- Engage parental co-operation and support the home/school relationship.
- Create channels for home school dialogue.
- Develop literacy across the curriculum.

4.0 IMPLEMENTATION

4.1. Key Stage 4

At Key Stage 4, homework will be set by each department in line with the departmental homework timetable.

If a set task is not appropriate for the subject or class teacher, then an independent learning / revision task will be set.

Students will be given regular feedback on homework that is marked and assessed by the subject teacher.

Quality of home learning and independent study will be specifically reported upon by the subject teacher twice a year to parents.

4.2 Key Stage 3

At Key Stage 3, homework may be set by the subject teacher as per the requirements of the curriculum.

Students will receive an academic subject credit from each subject for regularly completing homework set by the subject teacher.

Subject revision and preparation for summative assessments will be set, in line with the assessment calendar.

Quality of home learning will specifically be reported upon by the subject teacher twice a year to parents.

Each department will set one curriculum enrichment home learning task during a set program at KS3.

Each home learning task will be completed over a half term in line with a set timetable.

As part of the Personal Development Curriculum, students will have the opportunity to complete additional assignments (Personal Development Tasks) which will be eligible for accreditation.

Personal Development Tasks will have a range of focus e.g. Health and Wellbeing, literacy development through reading, celebration of diversity and our school Core Values.

Students will receive bronze, silver or gold accreditation for Extended Assignments, Personal Development Tasks and Academic Subject homework depending on the quality of the work they produce.

Bronze, Silver and Gold awards will be recorded in the students' curriculum enrichment booklet.

Students will be rewarded via the rewards program for completion of homework tasks.

5.0 THE ROLE OF STUDENTS

At every stage, students must:

- Be encouraged to recognise the value of homework, and made fully aware of its capacity to improve learning.
- Be encouraged to use student planners and to organise their time to ensure that their workload is as evenly spread as possible.
- Be responsible for completion of homework to the best of their ability and on time.
- Seek appropriate support where needed to ensure that they are able to complete tasks set for homework.
- Provide evidence to their Form Tutor of their completion of curriculum enrichment home learning activities.

6.0 THE ROLE OF STAFF

6.1 The Role of the Form Tutor

- To check completion of curriculum enrichment home learning and to determine the level of award to be given (bronze / silver / gold).
- To update the curriculum enrichment passport and to notify the Head of Year when reward criteria have been met.
- To use Form time to discuss the curriculum enrichment home learning tasks.
- To ensure that students are aware of additional support which is available which they may require to complete their tasks.

6.2 The Role of the Subject Teacher

The class teacher controls the direction of homework and the nature of tasks undertaken for the departmental academic subject homework.

The teacher will:

- Set homework according to the timetable.
- Ensure that homework is differentiated to meet the needs of individual students.
- Plan activities that are meaningful, stimulating and purposeful and are an integral part of the course.
- Provide the stimulus.
- Give full and comprehensive instructions.
- Set deadlines for completed work and ensure that these are recorded on ClassCharts
- Mark and return homework promptly where this is applicable.
- Ensure that the curriculum enrichment passport is completed and appropriate reward given for regular completion of subject homework.
- Provide help and support when necessary.

6.3 The Role of The Head of Department

The Head of Department will:

- Ensure that the whole school policy is embedded firmly in departmental provision
- Devise curriculum enrichment home learning activities for Key Stage 3 which enhance the curriculum and give students the opportunity to enhance their learning beyond the classroom environment

7.0 THE ROLE OF PARENTS / CARERS

Parents, carers and families can make a positive difference to their child's learning. Their support can play a vital role at all stages of a child's education.

Parents can support the Homework Policy by:

- Showing that they think that education and homework are important.
- Setting a regular time every day for homework and encouraging their child to develop good study habits.
- Ensuring that their child has paper, books, pencils and other resources needed to do assignments.
- Encouraging any reading.
- Encouraging their child to take part in activities e.g. hobbies, clubs which will provide opportunities to develop a range of skills.
- Encouraging their child to meet homework deadlines.
- Making it clear to their child that they value the importance of homework and supporting the school by explaining how it can help them to progress.
- Praising their child if they are working hard at something or have achieved something within or out of school.