# Homework Policy

**Rationale**

Homework is work that is set to be completed outside the timetabled curriculum. It contains an element of independent study in that it is not usually directly supervised by a teacher. At Walton-le-Dale we believe that homework is an essential part of students' learning. Homework enhances pupil learning, improves achievement and develops pupils' study skills and as such is an integral part of the curriculum. It will be used to extend understanding, prepare students for new learning and reinforce understanding gained in lessons. It is therefore essential that it is completed as well as if students were in class. It requires careful planning and integration into the scheme of work of each curriculum area.

It may be necessary or desirable to complete homework in school; in fact, for some students who find it hard to work at home, or for some tasks which may require resources (books, software, equipment) more readily available at school, it is important to carry out the task at school. Late buses to Blackburn are available Tuesday to Thursday during the school week.

**Aims**

The purpose of homework is to enable:

• students to consolidate and reinforce skills, knowledge and understanding acquired in lessons.

• students to extend and enhance their learning in a subject or topic.

• students to develop independent learning skills which enable them to take responsibility for how they plan and manage their learning.

• parents to contribute to their child’s learning.

• teachers to assess learning in the classroom and inform future planning.

Homework will be set regularly and students will be encouraged to establish good homework habits from the beginning of their career at Walton-le-Dale. Assessment of homework will form an important part of the overall Assessment Recording and Reporting policy and procedures.

The nature, type and length of homework will vary according to the age of the student and the subject. It is important that homework forms a meaningful and coherent part of the work for a particular subject. Heads of Department are responsible for establishing homework policies, in line with the school policy, and they are also responsible for monitoring and evaluating the implementation of the homework policy within their department.

Homework may take a variety of forms:

1. specially prepared homework tasks that extend classwork
2. longer term assignments/projects. These will require careful planning and monitoring by the subject teacher.
3. exercises to reinforce new learning
4. revision of work completed in school (this has a significant impact on retention of facts)
5. research assignments
6. practical exercises
7. Sometimes it may be appropriate to set homework to finish off work started in class. This option must be used with care as the time required will vary greatly from student to student. Such homework should be kept to a minimum.

The amount of homework set will gradually increase as students progress up the school, but as a guide to parents students in Years 7 & 8 should expect homework to take up to 1 hour to complete each evening, progressing to longer pieces in Year 9, whilst students in Years 10 & 11 should expect to spend up to the equivalent of two hours doing homework per evening. It is important that homework is seen as an integral part of learning and good habits are established from the start.

A homework timetable will be established by the Assistant Headteacher responsible for teaching and learning at the beginning of each school year. Subject teachers should ensure that homework is set according to the timetable and that students are asked to enter the topic set into their homework diaries.

Each student will be supplied with a Student Planner in which to record homework. Parents are asked to sign the homework diary weekly and comments are welcomed about the homework set. Wherever possible, parents should be encouraged to provide a suitable place, away from distractions, for their children to complete homework.

Where homework is not completed a student can expect a sanction to be given by the subject teacher. This will usually involve a requirement to stay back and complete the work so that learning has not been missed. This will be followed by more serious sanctions through a head of department or senior staff if required.

**Incentives**

High quality homework and a good work ethos should be sensitively praised in class.

Where appropriate, homework should be included in display work. Achievement and sustained effort may be awarded for good homework. For exceptional pieces of homework, a faculty letter or postcard may be sent home, the work will be shown to the Head Teacher or Deputy Head teacher and the students’ work may be shown on the school website.

Students should be motivated knowing that successful homework can heavily contribute to academic targets being met.

**Monitoring**

It is the responsibility of the teacher to ensure that homework is set and completed according to the policy. Subject leaders take overall responsibility for ensuring that homework is set in their subject and monitoring procedures should be in place to support. DLT will also complete occasional checks to ensure the homework policy is being implemented effectively across the school

**Recording.**

Students should record the homework and the deadline for every subject every week in their planners and hand it in on time. Homework can oftent also be accessed online. Teachers must record each pupils’ achievement, either electronically or in their mark book.

**Feedback**

Teachers are expected to check that homework is completed to a high standard. It is the teacher’s responsibility to manage the non-completion of homework, liaising with the Subject Leader, Head of Faculty, Form Tutor and parents where necessary. Feedback will take a variety of methods including peer and self-assessment, oral communication and written comments from the teacher. Extensive homework and projects will often be levelled or graded against target. At Interim times during the year, teachers are asked to assess ‘attitude to learning’ and commitment to homework will form part of this judgement.

**Sanctions**

As homework is an essential part of learning any incomplete work or work which does not reflect the ability of the student / shows lack of effort is unacceptable. When homework is not completed, teachers should initially support the pupil and ensure the tasks set meet the student's needs. If this is so, then sanctions should be used. The suggested sanctions are as follows:

1. Break/lunchtime detention with class teacher.
2. After school detention for 30 minutes with the class teacher.
3. After school detention for with the subject leader / Head of Faculty
4. Headteacher’s detention after school on Thursday for one hour.

**HOMEWORK POLICY - Procedures for Teaching Staff**

**High expectations of students includes those associated with homework. We need to expect the same quality and quantity of work from every student as if they were in class, and as if they were any other child. It is absolutely vital that homework is given prominence from the start of the academic year, not only in the setting of it but also in the collection and marking of the collected work. If this is done, and any work not completed followed up through the use of sanctions, the management of this later on in the year will be much easier. You will also be supporting other colleagues in their efforts to set homework.**

* Teachers set homework in line with school policy and in accordance to the homework timetable. Teachers will receive a copy of the homework timetable for each year group.
* The work set should be recorded in the teacher's mark book/planner/record book. This will be monitored by the team leader.
* It is the teacher’s responsibility to ensure that homework is recorded in the planner of every student. Lesson time should be allocated for this purpose and it is often helpful to do this at the start of the lesson. Wherever possible the task is to be written on the board. For SEN students it may be helpful to provide a written sheet but the homework should still be noted in the student planner.
* The work set ought to be meaningful, varied in style and content and needs to be differentiated to meet the needs of the individual.
* Where a longer term project is set as homework this still needs to be recorded in the student planner. It is recommended that it is put in the planner weekly and explicitly stating the deadline for the longer project. Regular reminders should be given to students over the period given. It is also recommended that where homework is set over a longer period lesson time is used to check students are completing the work – for example through discussion of progress, requesting students to give feedback on their progress to date etc.
* It is acknowledged that homework may still be set on other occasions; again this must be recorded.
* Homework will be seen as valuable by students and parents if it is clearly acknowledged by teachers. Thus the work should be marked/used as a lesson stimulus in line with department policy. It should be collected in and returned to the students within the recommended time as laid down in the marking policy
* The Rewards and sanctions systems should be used to reinforce the value of homework.

**Monitoring of homework**

* Form tutors are required to check student planners weekly to ensure homework is recorded and planners are signed by parents (homework timetables are provided for form tutors for each year group). Where there are concerns related to a specific student it is the responsibility of the tutor to address these through discussion with the student parent. Tutors should discuss more serious concerns with their Progress Coordinator
* Where a tutor notices an issue with the setting of homework for a particular subject they should pass these concerns on to the Progress Coordinator who will seek to address the issues through the Head of Department. Where issues continue Progress Coordinators will seek the advice and support of the Assistant Headteacher ( T & L).
* Departments will have their own procedures for the setting and completion of homework, including the application of sanctions where homework is not completed satisfactorily. It is the responsibility of the teacher in the first instance to provide sanctions but where a student does not respond to the teacher, the head of department will take action. Many departments operate a department detention system in such cases. If a student fails to complete department sanctions s/he should be referred through to the ‘Head’s Detention’ system.
* Heads of Department are required to check that staff in their department are setting, making use of and marking homework. Setting of homework can and should be checked through teacher planners.
* SLT will complete occasional checks to ensure consistency across departments and pastoral teams. This will include looking at student planners and teacher planners, as well as through lesson observations.

# Appendix: Departmental Specific additional homework information

# Art

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| **Key Stage 3** | **Key Stage 4** |
| Students are set 10 week drawing challenges | Homework is written into schemes of work and related to work in class  Students are expected to do 2hrs a week and this is directed from their progress in the lesson. |

# Design Technology (including Materials Technology and Food Technology)

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| **Key Stage 3 & 4** |
| * In accordance with the whole school policy homework will be set and used to extend the learning of students in technology. * It may take a variety of forms such as revision, reading around the subject, bringing in ingredients, watching appropriate media as well as the traditional paper based assignments. Some evidence or record of work completed however should be available. * At KS3 one homework for every two lessons should be the norm. At the end of the rotation it will not be convenient to try and collect homework from the next area and so will not normally be set for that week. KS4 options should be getting homework most weeks. |

# Drama (including Performance)

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| **Key Stage 3** | **Key Stage 4** |
| Related to practical work and takes the form of learning scripts, research, meeting with group to rehearse at lunch or after-school, ideas sheets, written evaluations of their contribution to a lesson. | * Log book for practical work * Research * Attending rehearsals * Evaluations * Reading and learning scripts * Exam question practice |

# English

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| **Key Stage 3** | **Key Stage 4** |
| Homework is set on a weekly basis in line with the School Homework policy and students may be set up to two tasks per week. Homework may take the form of learning spellings, independent reading or completing a skills-based writing task. An outline of different homework activities for each year group is provided below:  **Years 7 and 8 –**  Celebration of reading homework tasks (engagement and literacy) which may include students reading for pleasure, finding interesting reading material to contribute to class discussions and reviewing material students have read both inside and outside of school. Students may be asked to learn key spellings; respond to teacher feedback and act on/improve pieces of work. Students may also be asked to conduct independent revision for assessments.  **One compulsory piece of homework each week. Teachers can set a second homework at their discretion.**  **Year 9**  **One compulsory homework per week. Teachers may set an additional homework.**  In addition to the activities outlines for Years 7 and 8, students may be asked to create revision materials they can keep, amend and utilise as they progress through their GCSE course. These revision materials may include revision cards; plot summaries; character profiles and revision posters. Students will be asked to learn key quotations and be tested on their knowledge of these in class. Students will be asked to create revision materials for the following:   * 1st term – ‘Great Expectations’ * 2nd term – ‘A Taste of Honey’ * 3rd term – poetry and terminology | Homework is set on a weekly basis in line with the School Homework policy and students may be set up to two tasks per week. Homework may take the form of learning spellings, independent reading or completing a skills-based writing task. An outline of different homework activities for each year group is provided below:  **Years 10 and 11**  **One compulsory weekly homework. Teachers may set an additional homework each week, if required.**  In addition to the activities previously outlined, students may be asked to continue to add to and create revision materials. They may also have to complete timed examination questions and peer/self-assessments of examination responses. Students will have to complete ongoing revision of key content, subject terminology and skills practice. |

# French

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| **Key Stage 3 & 4** |
| The department follows the whole-school policy on homework. Homework will follow the topics that students are learning in class and will be either a weekly learning or written homework.  **Rationale**   * Homework is work that is set to be completed outside the timetabled curriculum. It contains an element of independent study in that it is not usually directly supervised by a teacher. This is very important in raising student achievement. * It may be necessary or desirable to complete homework in school; in fact, for some pupils who find it hard to work at home, or for some tasks which may require resources (books, software, equipment) more readily available at school, it is important to carry out the task at school. Late buses to Blackburn are available during the school week. * Homework enhances pupil learning, improves achievement and develops pupils' study skills and as such is an integral part of the curriculum. It requires careful planning and integration into the scheme of work of each curriculum area.   **Aims**  The purpose of homework is to enable:   * students to consolidate and reinforce skills, knowledge and understanding acquired in lessons. * students to extend and enhance their learning in a subject or topic. * students to develop independent learning skills which enable them to take responsibility for how they plan and manage their learning. * parents to contribute to their child’s learning. * teachers to assess learning in the classroom and inform future planning. |

# Humanities (Geography, History, Religious Education & Health and Social Care)

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| **Key Stage 3 & 4** |
| Homework is an integral part of all subjects at both Key Stages. Homework should contribute constructively to effective teaching and learning. Homework is not an optional activity but a tool to build on and consolidate learning and raising attainment  Suggested tasks  Homework can be in many different forms which may include   * Research * Quizzes * Formal assessments * Projects * Art work |

# Information Technology, Computing & Business Studies

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| **Key Stage 3 & 4** |
| Homework is an integral part of all subjects at both Key Stages. Homework should contribute constructively to effective teaching and learning. Homework is not an optional activity but a tool to build on and consolidate learning and raising attainment.  **Length of homework**   * Homework at Key Stage 3 should occupy at least 30 minutes per 2 lessons and be set on Doddle and relevant to the topics studied in lesson time in order to support student learning. * Homework at Key Stage 4 should be Doddle or be coursework related and set each week to occupy at least 30 minutes. Exam preparation terms will require extra work and revision and exam practice based homework.   Homework encourages students to develop their self-confidence, self-discipline and responsibility to work independently which are essential skills for adult life and progression across key stages. It also encourages students to use resources available to them such as the internet and libraries. At GCSE level it allows students time to devote to the demands of the curriculum and keep up to date. |

# Mathematics

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| **Key Stage 3** | **Key Stage 4** |
| Mastery at home: All students will be given standardised homeworks which will be tracked by teachers and monitored by the head of the key stage to ensure completion and effort levels.  Students will complete one block of key skills questions. They will start on an appropriate block depending on ability and work through one each half term. Once students have moved through all available blocks they can move onto key stage 4 homeworks | Mastery at home: All students will be given standardised homeworks which will be tracked by teachers and monitored by the head of the key stage to ensure completion and effort levels.  Students will be allocated at least one clip from Mathswatch per week. They will be expected to watch the video, making notes where required, and complete the attached worksheet in their orange homework book. |

# Music

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| **Key Stage 3** | **Key Stage 4** |
| * Notation worksheets to support class learning when needed. * Practice music playing at home * Research of topics | Year 11   * Written Homework every week * Music practice   Year 10   * Log books * Research * Evaluation * Rehearsal * Visits to performance establishments. |

# Opening Minds

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| **Key Stage 3** |
| Opening Minds homework policy:  Homework has an important role to play in Opening Minds in helping students to develop and utilise their skills more autonomously. It is not an optional activity but an important tool designed to aid students in consolidating their learning and developing their skills. The planned homework tasks contribute constructively to effective teaching and learning and development of the Opening Minds competences.  Suggested homework tasks:  Homework tasks are written into the Opening Minds SOWs. Other optional tasks may include:   * Research * Quizzes * Watching the news * Reading an article relevant to the theme of study |

# Physical Education (including Sport)

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|  | **Key Stage 3** | **Key Stage 4** |
| . | No specific homework will be set or marked. Teacher will often set homework such as ‘watch YouTube clips’ etc. This is to help students develop better understanding of an activity. E.g. watch the 800m final from the Brazil Olympics 2016. | Each ‘option’ class will be set homework by the teacher on a weekly basis, then checked, marked, monitored and recorded. If the homework is not completed or not at the required standard then the student will need to either meet the required standard in their own time or in a detention. Students will either be given regular verbal or written feedback regarding their homework. To be in line with the departmental feedback policy. |

# Science

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| **Key Stage 3 & 4** |
| The department recognises setting homework serves to support and reinforce students work in school.  Homework encourages students to develop their self confidence, self discipline and responsibility to work independently which are essential skills for adult life and progression across key stages. It also encourages students to use resources available to them such as the internet and libraries. At GCSE level it allows students time to devote to the demands of the curriculum and keep up to date.  Staff will set homework according to the school homework timetable.  A piece of homework should aim to take around 30 minutes to complete.  Suggested activities could be research, posters, surveys, leaflets, notes to explain concepts, writing up investigations, revision, reading around a topic, worksheets to complete, making models. |