



# **HOMEWORK POLICY**

## **2021-2022**

**Effective Date: April 2019**

**Last Reviewed: March 2021**

**Reviewed by: Miss K Hayward**

**Next Review Date: April 2022**

*"Homework is not an optional extra, but an essential part of a good education". -1999 White Paper, Excellence in Schools*

## **Homework policy**

At Sandy Secondary School, homework activities are an important part of our home/school partnership and all students are expected to take part in a variety of homework tasks to enhance and support their work in class.

### **Homework should enhance learning through:**

- Encouraging children to develop organisational skills and self- discipline;
- Bridging the gap between home and school to provide parents and carers with direct involvement in their learning;
- Develop children's independent learning skills;
- Personalising learning and developing children's self-motivation and self-confidence.

Homework is work that is set to be done outside the timetabled curriculum. It contains an element of independent study in that it is not usually directly supervised by a teacher. It is important in raising student achievement.

Not all homework is done at home; 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 necessary or desirable to carry out the task at school.

Homework enhances student learning, improves achievement and develops students' 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**

Homework enables 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
- Show progress and understanding
- Provide feedback in the evaluation of teaching
- To enhance their study skills e.g. planning, time management and self-discipline
- To take ownership and responsibility for learning.

## **Purpose of Homework**

Teachers should set homework to:

- Complement and reinforce knowledge and understanding
- Allow Students the opportunity to develop skills taught in class
- Prepare students for rigour in their planning and personal organisation
- Encourage independent learning in our students
- Reinforce positive attitudes to work
- Encourage self-organisation and self-discipline
- Develop home/school partnership
- Prepare students for life opportunities and experiences
- Raise attainment

Students should complete homework as it:

- Can prepare you for the next part of the course
- Is another way to help you to learn
- Makes sure that you understand the class work
- Helps you to develop good study skills
- Gives you the opportunity to try by yourself, the type of questions that are asked in examinations. This trains you in examination technique
- Reinforces and tests again your understanding of work that you have previously studied in the course.

Most importantly, homework helps to instil key skills, which will help you through your studies and later in life.

### **The role parents can have in supporting their child in completing homework by:**

- Provide a peaceful place in which their child can do their homework, or encourage them to attend homework and study support clubs
- Make it clear to their child that they value homework
- Encourage their child and praise them when they have completed homework
- Expect deadlines to be met and check that they are
- Check and sign their child's planner each week.

### **The planning & nature of homework tasks**

Homework tasks should:

- Be relevant, meaningful and set for a purpose
- Not be used regularly for "finishing off" class work. This places a heavy burden on some students and too light a demand on others
- Be differentiated on the basis of prior assessment to provide an equal and appropriate challenge for students of differing abilities
- Be manageable for students in terms of time and resources
- Be explained clearly to students so that they know what they need to do and how the work will be assessed

- Be manageable for staff in terms of marking
- Be varied.

Suggestions include:

- Writing assignments
- Learning assignments (where students may be asked to learn a piece of work, practice a skill, recall knowledge)
- Preparing an oral presentation
- Reading in preparation for a future lesson
- Finding out information/researching a project
- Using a specific website. (e.g. Mymaths, GCSE POD)
- Revision activities in preparation for examinations
- Reading for pleasure
- Subject projects.

### **Special Educational Needs**

- For SEN students homework tasks should be differentiated and balanced, to allow them to share fully in the work of the class and cater for their individual learning needs
- Homework should not be seen as an attempt to allow SEN students to catch up with the rest of the class
- Prior liaison with the SENCO should aim to ensure that tasks are manageable and skill practice incorporated
- Tasks should be varied, have a clear focus and time-guideline and give SEND students plenty of opportunities to succeed

### **The recording & monitoring of homework**

- Departmental policy/practice and Schemes of Work must reflect the Schools' homework policy and procedures. Departmental strategies should be agreed and reviewed regularly to ensure effective setting, recording, marking and monitoring of homework
- Students must record all homework set in the planners provided. Time should be set aside for this during each lesson. Students with SEND must, where appropriate, be given extra help in writing down homework
- Parents, in accordance with the Home-School Agreement, are expected to check and sign their student's planner each week
- Form tutors should check and sign planners on a weekly basis. Where significant problems arise they should be referred to the House Achievement Leader
- Homework should be written on the board and staff wherever possible should check homework has been recorded by students
- House Achievement Leaders should support tutors in the monitoring of planners through spot checks and following up concerns referred to them
- The Leadership Team have a monitoring role to ensure that homework is

being set across each Key Stage, and should carry out systematic sampling at regular intervals. Serious difficulties experienced by the House Achievement Leader may be referred to the Leadership Team

- Subject staff must keep a record of homework set
- Subject Leaders must ensure that homework is set and marked regularly, by all members of their department, in accordance with school and departmental policy
- It is the responsibility of the teaching and learning lead to ensure that an evaluation and review of school homework policy and procedures is undertaken. The key criterion will be the extent to which the policy is contributing to students' progress and their attitude to learning.

### **Feedback to students**

- Effective and prompt feedback is fundamental in helping students to progress.
- Schemes of work must include how homework tasks are to be assessed, and the criteria must be shared with students.
- Written comments must be constructive, indicating to the student what and how to improve.
- Student self and peer evaluation exercises and the use of model answers are useful to aid students' understanding of assessment procedures
- Success must be rewarded and student self-esteem raised.

Suggestions include:

- The use of the reward system
- Recommendation for school awards
- The use of departmental certificates and postcards
- Verbal praise to individuals and groups
- Students' work displayed in classrooms and corridors
- Recording achievements.

Strategies for supporting the completion of homework

- The primary aim is to impress upon students that homework is a vital part of their education, to be done at home or within study support sessions. A variety of strategies must be employed to ensure the successful completion of homework.
- If students fail to submit or complete homework this must be recorded by subject staff in the planner. Providing that there are no extenuating circumstances, students must complete the set work: -
  - Independently
  - by recorded attendance at a study support or homework group within a subject/department detention
- Failure to complete homework following the first warning will result in sanctions being issued as per our Behaviour and Rewards Policy.
- Further failure to complete homework will result in referral to the relevant Curriculum Leader and the student being placed in a department

detention, where, if appropriate, the task will be completed. It is the responsibility of the subject teacher to supply work.

- A further referral to the Curriculum Leader will result in a letter to parents outlining the nature of the problem and an intention to place the student on homework report. The co-operation of the parents is requested at this stage.
- If failure to comply with homework requirements continues while the student is on homework report, referral is made to the Vice Principal, who will request a parental interview. Failure to comply at this stage will result in an interview with the Head of school.

### **Guidelines for homework in Years 12 & 13**

#### **Purpose**

- For students following post-16 courses homework is a vital part of the course/content and must be planned as part of the scheme of work.
- Students must be encouraged to take responsibility for their own learning and personal organisation.

#### **Recording and Monitoring**

- The Head of Sixth Form will monitor the setting and completion of homework across all subjects.

#### **Nature of tasks**

- Structured homework tasks must relate to the assessment criteria and be geared towards examination or coursework requirements. Homework will be marked with an 'A' level or BTEC grade where appropriate and a clear indication of how far the student is from the next highest grade and how to achieve it.

Self-organised study, such as reading and revision, must be highlighted as vital at the start of each course. Guidance must be provided regularly to help students with these tasks

#### **Types of Homework**

Given the varying nature of subject areas, the type and frequency of homework will be varied depending on the assessment requirement of the courses being studied.

Homework tasks must be set to reflect on-going class work and assessment requirements across the curriculum. Below you will find some examples but these examples are not exhaustive from subject areas.