



# Homework Policy

Everybody, Everyday

*(Amended October 2018)*

## Homework policy and practice

### Why homework is important

Homework should extend and enhance students' learning. It provides students with experience of independent study and, as part of that, an opportunity to make decisions and use initiative.

Homework helps students to:

- Consolidate skills, knowledge and understanding;
- Undertake deeper and broader learning in a particular subject or topic;
- Plan and manage their learning;
- Practice using a variety of strategies for revising work which can then be used effectively in preparation for external examinations.

<b>Key Stage 3</b>		
<b>Subjects</b>	<b>Frequency</b>	<b>Duration</b>
English	Weekly	30 minutes approximately - timings are relevant to students in Year 7 and should lengthen appropriately through the Key Stage so that students make an easy transition to the demands of homework in Key Stage 4.  <i>Students will not be given regular homework in PE and Expressive Arts subjects in Key Stage 3. However, if students are involved in Expressive Arts performances and in PE sports teams, they will be expected to attend rehearsals and practices.</i>
Maths	Weekly	
Science	Weekly	
<b>History, Geography, RS, MFL, ICT</b>	Fortnightly <b>Week 1 – bold</b> Week 2 – other	
Art	One extended project during each half-term	
Technology	Project and rotation based	

<b>Key Stage 4</b>		
<b>Subject</b>	<b>Frequency</b>	<b>Duration</b>
English, Maths, Science, Art, Drama, Dance, History, Geography, RS, French, Spanish, Music, ICT, Business Studies Media Studies, Graphics, Catering, Resistant Materials, Engineering, History, Geography, MFL, Expressive Arts, PE	Weekly	Timings will vary according to the character of the task set but could be up 1 hour per subject per week.

## **Recording of homework**

Teachers should record all homework on ClassCharts so that both parents and students can access content and deadlines.

## **Homework Support**

Under the Home School Agreement (HSA), parents agree to make every effort to support their child's learning at home. This year, students can use HU1 before school from 8.00am, during lunch break and the LRC after school until 4.00pm. Homework support is also available at Homework Club, Monday to Thursday 3pm to 4 in LA1.

## **Incomplete Homework**

If a student fails to hand in homework at the set deadline, or hands in homework of an unsatisfactory quality, the relevant teacher will issue the student with a C1 and ask for the work to be completed for the next day. If this is still not done, a C2 is given and the student will be placed in a SLT homework detention at lunchtime. Parents and students will be notified of this via ClassCharts.

## **Feedback on homework**

Teachers will check that homework content and presentation is completed to a high standard. Homework that falls below a particular student's 'personal best' could be given back to be re-done.

Students will be given feedback in a variety of different ways including spoken and written comments from the teacher, and peer and self-assessment. Written and spoken comments will explain what has been done well as well as providing targets for progress.

Students are given the opportunity to act on the feedback and make any amendments to improve their progress; often 'Green Time' will be created to enable this to happen. Use of 'Green Time' and 'Green for Growth' allows students to demonstrate that they are building their understanding, skills and knowledge and therefore showing progress.

At Progress Review points throughout the year, completion of homework is reported on.

High quality homework is celebrated in a number of ways including comments in books, use of Class Charts rewards, postcards and communication at Parents' Evenings.

## **Developing best practice**

Cathy Vatterott (2010) identified five fundamental characteristics of good homework

- Purpose – homework should be meaningful and students should understand the importance and relevance to their academic studies
- Efficiency – homework should not take an inordinate amount of time but should require some hard thinking
- Ownership – students who feel connected to the content are more motivated than those who do not. Proving students with a chance to personalize tasks through choice is a good way of doing this
- Competence – students should be competent in the completion of homework. Homework should be challenging and differentiated rather than a 'one size fits all model'
- Inspiring – a well-considered and clearly designed task impacts positively upon student motivation.