

Homework
Policy (Senior
School)



HYDESVILLE
TOWER SCHOOL

September 2018

Rationale

Homework is an integral part of the academic curriculum within the Senior School. Purposeful and useful homework is set with regularity and staff are expected to insist that it is completed fully, and to an acceptable standard by every pupil. We believe that the regular setting and marking of homework is associated with good progress and it can contribute to the development of independent learning skills.

GENERAL PRINCIPLES

Homework should have a meaningful purpose and be achievable. Homework should reinforce techniques, skills and concepts developed at school and should provide an opportunity for differentiation. It should enable pupils to:

- work independently
- research facts
- accept responsibility for their own work
- develop creative thinking
- develop organisational abilities
- add to the body of knowledge acquired in class

Types of homework

Homework should be varied and it may take the form of reading, research, projects, presentations, drafting, reviewing, problem solving, essay writing, learning vocabulary or specialist terminology, preparation for controlled assessments, independent learning or consolidation of work in class.

How is homework set?

All pupils are provided with a pupil planner which they should use to record homework. It is the responsibility of the pupil to record homework in the diary. Form Tutors will check these on a regular basis. Clear instructions will be given by the teacher including:

- Details of the task
- Date it is due in. We do not generally set homework for the next lesson unless this allows a reasonable timescale for completion of the work.
- Guide time (how long the pupil is expected to spend on it)
- Success criteria
- Whether additional materials are available to support completion of homework

Time allocated to homework

The time devoted to homework should increase as the pupil progresses through the school. The Head of Senior School, in consultation with the Head of Academic Support and subject teachers, shall decide the recommended time allocated to each subject for one homework. These are currently:

Year 7 – 25 minutes – 45 minutes

Year 8 – 30 minutes – 45 minutes

Year 9 – 45 minutes – 1 hour

Years 10/11 – 1 hour – 2 hours

Homework should be set regularly on the week days arranged at the beginning of each academic year. For Years 7 – 11 a homework timetable will be drawn up by the Head of Academic Support in consultation with subject teachers. The homework timetables should be recorded in pupil planners and displayed on form room notice boards.

Homework should be spread evenly throughout the week with every effort being made to avoid particularly heavy nights. Staff are requested to keep to the schedule in order to maintain a balanced programme of homework throughout the week.

In Years 7, 8 and 9 there should be two pieces of homework per week in English, Mathematics and Science and one homework in each of the other subjects taken, with the exception of PSHE, Art, Music and PE, where it is not always appropriate to set a formal homework each week.

It is expected that pupils in Years 10 and 11 will carry out independent study in addition to the homework set and at key points in the academic year, homework duration and deadlines will vary in duration. Notably in preparation for examinations.

Longer written homework and preparation for tests must be made known to the pupils well in advance. This allows pupils to plan their personal homework timetable most effectively and to work ahead of homework demands, not leaving work to the night before.

Subject teachers are expected to accept responsibility for ensuring that homework is completed to their satisfaction. The pupil planner is extremely important in this regard and it should be used as a means of communication between school (both subject teachers and Form Teachers) and home.

If a homework task is not done to a satisfactory standard it should be completed satisfactorily and this recorded in the pupil planner. If a homework task is not done, or is handed in late, this should also be recorded in the pupil planner. If the teacher feels that there has been deliberate deception then they should deal with this accordingly.

Rewards

High quality homework and a good work ethos should be sensitively praised in class. Where appropriate, homework should be included in display work. Stars/postcards home may be awarded for good homework.

Sanctions

Our aim is to equip pupils with the skills necessary to meet the expectations of the school. Some flexibility may therefore be shown in the application of sanctions especially with Year 7 pupils at the start of the academic year.

Sanctions should follow the sequence below:

First offence

Pupils must complete the homework that evening (in many cases that will be enough). A note should be made in the pupil planner for parents and the Form Tutor.

Subsequent offences

Subject teacher to carry out detention according to departmental policy either at lunchtime or break time.

Persistent offences

Pupils are placed on an organisation report by their Form Teachers. In the first instance pupils report to their Form Teachers to review their report. If the situation escalates pupils then report to the Pastoral Team and further escalation means that pupils would report to the Head of the Senior School.

Homework Support

Homework Support is provided by the school to support pupils who may find it difficult with the organisational aspects of their homework. It is open to all pupils and is led by Miss Cox and Mrs Jones. Form tutors and subject teachers are in charge of tracking, monitoring and recommending pupils for homework support. Homework support sessions run every Wednesday morning and include one to one support and identifying what invention is suitable for the pupil. These workshops allow students to receive additional help with organisational skills and are open to all year groups within the senior school. Students may attend a one off session or weekly

sessions depending on their needs. Homework Support is not to be used as a form of sanction for the non-completion of homework.

Role of the pupil

Each pupil should complete all homework to the best of their ability and ensure that it is submitted on time.

Homework should be completed to the same standard expected of classwork including adhering to standards of presentation.

Pupil planners should be used to record accurately all homework set including the deadline for submission.

It is each pupil's responsibility to ensure that s/he understands the task before leaving the classroom. Clarification should be sought if necessary.

If a pupil misses a class, due to extra-curricular commitments/ illness etc, s/he must find out (in advance if possible) what the homework is and aim to submit it on the due date. Where a pupil cannot submit a homework because of absence, then the pupil should make every effort to submit it as soon as possible on return.

Pupils should aim to develop good study habits by completing homework on the day it is set.

Pupils should be spending the suggested amount of time on their homework on a daily basis. Any additional time at home should be spent consolidating what was learned in class that day.

Pupils should be proactive in identifying areas of weakness and lack of understanding and addressing these issues.

Role of the teacher

To ensure that, while stressing and enforcing the importance of homework, pupils are not overburdened with it.

Teachers should ensure that all pupils understand fully the homework task and seek clarification when necessary.

Ample time should be given by the class teacher so that homework can be accurately recorded in diary. Teachers are encouraged to set the homework well in advance of the end of the lesson, where possible.

Teachers should set homework which is suitably challenging (and attainable) for pupils of all abilities.

Homework should be given by teachers on a regular basis and be in line with departmental guidance.

Teachers may give guidance on how much time should be spent on their homework.

A variety of homework should be set by the teacher: learning/ reading/ written/ research etc.

All feedback on marked homework should be of use to the pupil. Homework should be returned as soon as possible and all marks should be noted by the subject teacher.

Any concerns about the quality of homework should be communicated by the subject teacher to parents in the first instance through the pupil planner. The Head of Department should be made aware of ongoing concerns so that further communication can be initiated if necessary. Equally so, praise should be communicated, where appropriate.

Completion dates for controlled assessment should be given to the pupils as soon as possible and pupils instructed to record these in their diary thus providing parents with the information.

Role of the parent

Parents should try to ensure that their child has a quiet, comfortable and appropriate environment in which they can work.

A homework routine should be established in order to allow the child to get used to studying every evening.

Parents should ensure that children have the basic equipment required for completion of homework: pens/ pencils/ calculators/ glue/ compass etc.

When possible, parents should discuss their child's homework and ask them to talk to them about what they did in class.

Parents should be mindful of activities outside of school which may inhibit their child's progress, by interfering with their homework time (sports/ part time jobs etc) and ensure that an appropriate balance is struck.

The amount of homework a child is given should be monitored by the parents. They must also ensure that adequate time is spent by their child at home completing homework.

Pupil planners must be signed by parents on a weekly basis. It is also most beneficial to discuss the amount of homework/ notes from subject teachers

Parents should make an appointment with their child's Form Tutor should there be any concerns about homework.