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## Homework Policy

July 2017

All school policies are reviewed by Governors annually

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### Aims

This policy aims to provide clarity regarding the purpose of homework, arrangements for setting homework, respective responsibilities and available support for students.

#### 1. Purpose

1.1 Homework has a number of different purposes:

- To develop independent learning skills
- To prepare younger students for the demands of independent study and coursework/controlled assessments higher up the school and beyond
- To promote the consolidation and extension of work covered during lessons
- To prepare students for new learning activities and subsequent lessons
- To develop independent research skills and study topics in more depth
- To promote reflection on the learning within lessons

1.2 Homework is a valuable supplement to the learning experience of all students in the school. It is work that is set outside of the timetabled curriculum. It contains an element of independent study in that it is not usually supervised by a teacher. It is important in raising student achievement.

1.3 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, ICT, equipment) more readily at school, it is necessary or desirable to carry out the task at school.

1.4 Homework is most valuable when it is clearly linked to current or future learning (i.e. it is relevant). Homework is an obligation and must be completed.

#### 2. Arrangements for setting of homework

2.1 At **Key Stage 3**

- English, Mathematics and Modern Foreign Languages set homework weekly. Science sets homework fortnightly. They are short pieces of work that should take between 30-40 minutes each.
- The following subjects: Art & Design, Design Technology, Geography, History, ICT and Religious Studies, set homework at different points during the year to accompany a scheme of learning. The number of these is in proportion to the curriculum time for these subjects.

- Music, Drama and Physical Education do not set homework, although both are happy to provide resources and access to extra-curricular activities for those who wish to develop their skills.
- During a typical fortnight a student should expect to be spending a minimum of 3 and ½ hours on English, Maths, Modern Foreign Languages and Science. An additional 1-2 hours should be expected when homework is set for Art & Design, Design Technology, Geography, History, ICT and Religious Studies. These additional hours will vary across the year and won't be every fortnight.

## 2.2 At Key Stage 4

- Students should expect homework tasks lasting 30 minutes to 1 hour according to their subjects.
- English and Mathematics set homework weekly. Science set homework at least once per fortnight.
- Most option subjects set homework regularly at specific points during the course, either on a weekly or fortnightly basis.
- The total minimum time that students are expected to spend on all homework per fortnight is approximately 7 hours. This will vary according to different option choices.

## 2.3 At Key Stage 5

- Students should expect a variety homework and independent learning tasks across all of their subjects in the sixth form. Success as a sixth form learner requires dedication and commitment to courses, and as such independent work is integral to success. To support this notion, as part of their individual 16-19 study programme, students will be given directed private study periods across their timetable. It is an expectation that they use these study periods to full effect by supplementing their classwork with extensive independent research and consolidation. They should also utilise this time to organise their course notes and related study tasks. A further expectation is that any work not completed as part of their directed private study time is completed at home ensuring that all deadlines are met in every subject area.

## 2.4 The setting and recording of homework

- All homework is recorded by teaching staff using FROG Assignments, with the exception of PE at KS4 and Psychology at KS5 who exclusively use Showbie. Students can still use their planners, but the detailed information and additional resources are attached to the homework set in FROG Assignments. Teachers should still require students to record in their planner that homework has been set, but detailed instructions are no longer needed. For example, students may simply record "Maths" on the day it is set.

# 3 Respective Responsibilities

## 3.1 The role of the subject teacher

- To set homework according to the arrangements for setting homework (Section 2).
- Provide adequate resources, with full and comprehensive instructions using FROG Assignments or printed for students who are unable to access FROG Assignments or a printer.
- Set deadlines for completed work.

- Students should be encouraged to submit work in any appropriate format whether hard-copy or electronic (via Frog or Showbie)
- Mark and return all homework in-line with the school's Assessment and Feedback policy.
- Keep a record of homework completed for reporting purposes.
- Provide support where necessary for students.
- Ensure that homework is differentiated to ensure that students' different learning needs are adequately catered for.
- Ensure that non-completion of homework is recorded on PAM and sanctioned in-line with the school's Behaviour policy and Ladder of Consequences.
- Reward students as appropriate, through written feedback, praise in the class, and/or a postcard sent home.

### 3.2 **The role of the student**

- To listen to homework instructions given during lessons.
- To use the student planner to record set homework and the deadline date.
- Refer to the recorded homework task in FROG Assignments, to access the resources and instructions provided.
- To ensure that homework is completed and submitted by the deadline. This may be on paper or electronic.
- To attempt all homework and ensure that any work submitted represents his/her very best efforts.
- To inform the subject teacher of any difficulties ahead of the deadline.
- Use the available support (See Section 4) if required.

### 3.3 **The role of parents/carers**

Learning is a partnership between home and school. All parents/carers are encouraged to:

- Show regular interest in their child's work by checking the homework planner and FROG Assignments, talking to their child about the work set and signing the planner on a weekly basis.
- Provide a quiet space for study at home.
- Encourage their child to use the available support (Section 4) if a quiet space at home is not possible.
- Help their child plan effectively so that all homework is submitted in advance of the deadline.
- Let their child's tutor or subject teacher know of any concerns about the homework set, through a note in their homework planner.

### 3.4 **The role of the Tutor**

- To check the homework planner during tutor time on a weekly basis to ensure it is being set and recorded.
- To check that the homework planner is being signed by the parent/carer and respond appropriately if not.
- To note and respond to any comments written in the homework planner by parents/carers.

- Use the Pastoral Management System (PAM) to retain oversight of students in his/her tutor group, in relation to submitting homework.
- Use FROG Assignment Monitor with individual tutees to keep up to date with homework being set by their tutor group.

### 3.5 **The role of the Head of Department**

The Head of Department will also play a key role in monitoring the quality and standard of homework set within their department and will have an overview of when each teacher sets homework through FROG Assignment Monitor.

### 3.6 **The role of the Head of Year**

The Head of Year will also play a key role in monitoring the homework set for their year group through FROG Assignment Monitor. They will also put in place intervention strategies for students failing to meet homework deadlines across three or more subject areas.

## 4 **Support for students in the completion of homework**

4.1 The Learning Centre is open throughout the day, and before and after school for all year groups to use. The venue provides a large area to study in with access to a wide variety of resources, including ICT and our Library facilities

4.2 During the school day the sixth form students can use the Learning Centre and Sixth Form Study Centre to complete their independent study tasks, in a quiet environment with full access to computer facilities.

4.3 Provision for students who require extra support with homework is available most evenings through our team of Teaching Assistants and the Learning Support department