

SPALDING HIGH SCHOOL



HOMEWORK POLICY

HEADMISTRESS:	Mrs M K ANDERSON
LINK GOVERNOR:	Mrs D MULLEY
DATE AGREED:	JULY 2018
REVIEW FREQUENCY:	Bi-annual

Executive summary:

This document sets out the School's expectations and routines for homework. It has been written by the staff and students of Spalding High School and explains why we think that homework is important and how it can benefit learning and progress.

Related Policies:

Behaviour for Learning Policy	June 2018
Attendance Policy	June 2018
Teaching & Learning Policy	September 2014
Marking and Feedback Guidelines	September 2015
Marking for Literacy Guidelines	September 2016

Chair of Governors

Date

Headmistress

Date

Section 1: The Purpose of Homework:

- 1.1 Homework should be fit for purpose to support student progress in that curriculum area. It should also have some/all of the following characteristics:
- Build student confidence within a subject
 - Advance and build upon what is done in lessons
 - Consolidate knowledge and understanding
 - Extend learning
 - Be used to practise skills and techniques
 - Improve performance (e.g. revision for a test)
 - Develop independent learning skills
 - Enable pre-reading and preparation before a topic/text is covered in lessons
 - Complete tasks related to the specification content or assessment requirements of the course.
- 1.2 Homework timetables are constructed for Y7-9 by the Head of Year. They are given to students and sent home to parents outlining the requirements for each subject. Staff have access to the homework timetables stored on T Drive.
- 1.3 Years 10-13 follow a broader homework schedule where students are given greater independence to organise their work; a schedule is produced by the Head of Year for staff to follow. It is given to students and sent home to parents outlining the requirements for each subject.
- 1.4 Staff are asked not to routinely set homework for the next day, however, on occasion a small task such as pre-reading or preparation may be required.

Section 2: Amount / Frequency of homework:

- 2.1 The homework timetables and schedules are given to students, shared with parents and on the school website detailing the amount and frequency of homework for each year group.
- 2.2 In Years 7 and 8 pupils should be routinely spending about an hour per night on homework.
- 2.3 In Year 9 pupils should be routinely spending between an hour and an hour and a half per night.
- 2.4 In Years 10 and 11 students should be routinely spending an hour and a half to two hours per night.
- 2.5 In the Sixth Form we would expect students to spend an average of five hours per subject per week outside of lesson and private study time.
- 2.6 If parents feel that their child is spending more than these guideline times then they should discuss the matter with their child and if concerns continue, speak to the form tutor or Head of Year.
- 2.7 In the time leading to school and public examinations normal homework tasks are suspended and revision homework given instead.

Section 3: The School Planner:

- 3.1 The School Planner is given to students every September. It is a very important document and remains the principle means of recording homework. It also has reference pages of usual information and top tips for time management and completing homework and revision effectively. It is also an important means of communication between home and school and so we encourage parents to review the contents with their child frequently and ensure that it is signed on a regular basis.

Section 4: Responsibility of the School:

We will:

- 4.1 Set homework on a regular basis and in line with the published homework timetable (Y7-9) and Y10 to Y13 schedules.
- 4.2 Ensure that homework timetables and schedules are constructed by the Head of Year and shared with students and parents/carers and staff.
- 4.3 Set tasks that are suitable and achievable in the time allowed.

- 4.4 Ensure sufficient time is incorporated into the lesson for homework to be explained clearly and written down by students in their planners.
- 4.5 Ensure that planners are checked and signed regularly by Form Tutors.
- 4.6 Check and monitor that homework has been completed on time and to an appropriate standard and take action if not.
- 4.7 Ensure that homework tasks are not routinely set for completion by the next day.
- 4.8 Recognise excellent effort and reward accordingly.
- 4.9 Provide student support opportunities at school such as Homework Club, subject clinics, Library facilities, ICT facilities, private study periods and individual support where needed.
- 4.10 Support students who are finding it difficult to fulfil their homework requirements.
- 4.11 Involve parents/carers when we have concerns.
- 4.12 Ensure that subject concern forms and appropriate sanctions are given (starting at departmental level) where homework is repeatedly late or incomplete. Refer to Behaviour For Learning Policy.
- 4.13 Be aware of Junior Athletes Education Scheme (JAE) students who may need additional time, on occasion to complete their homework due to training commitments or competition schedules.

Section 5: Responsibility of the pupil/student:

Pupils/students will:

- 5.1 Record all homework and deadlines in their planner.
- 5.2 Ensure that they understand the task and if not, seek guidance and help from their teacher or tutor.
- 5.3 Ensure that they have the time and resources they need to complete the task and discuss with their teacher, in advance of the deadline, if there is a difficulty.
- 5.4 Do their homework to the best of their ability.
- 5.5 Hand homework in on time and in the correct format (e.g. handwritten, digital or printed copy).
- 5.6 Make every attempt to catch up on homework missed through absence.
- 5.7 Talk to their teacher or form tutor if homework is taking longer than the published timetable/schedule or if they are having difficulty with the task.
- 5.8 Respond to feedback and advice in order to make further progress.

Section 6: Responsibility of home:

Parents/carers will:

- 6.1 Engage with their child about their homework, take an interest and offer support, where possible.
- 6.2 Try, wherever possible to ensure that their child has a suitable and quiet place to complete the homework.
- 6.3 Check and sign the pupil/student planner on a regular basis.
- 6.4 Raise concerns with the form tutor or subject teacher if they are worried about their child's homework.

Appendix 1: Guidelines to staff.

Staff have been given many opportunities to engage in the development of this policy and should view the setting of homework according to the protocols very carefully. We have agreed that homework for homework sake is not “good” homework and that we need to continue towards moderating our marking workload to an acceptable level. “Tick and Flick” marking of routine tasks is unlikely to impact positively on student progress. Not every task needs to be “deep marked”. Self and peer marking (with guidance) is positive and DIRT (Directed Individual Review Time) gives important opportunities for dialogue and reflection. This policy should be read in conjunction with the School’s Marking and Assessment procedures.

In developing this policy, we as a group of teachers, identified the following **Good quality homework definitions:**

Purpose:

See section 1 of the school policy.

Efficiency:

- It should be set in line with homework timetables/schedules
- Homework should have clear parameters: structured and timed, word counts or word limits
- There should be clear expectations for pupils and teachers
- Feedback opportunities should be set appropriate to the task and subject area
- Realistic expectations should be agreed with regard to marking, return and feedback

Ownership:

- Students should see the value of the task
- Where appropriate the flexibility for independent focus could be incorporated
- Consolidation or preparation for the next lesson with a clear purpose is appropriate
- Interim steps appropriate within a project within a time frame
- Some independent elements are appropriate e.g. revision, reviewing notes

Competence:

- Students should be able to complete homework independently and well
- It can be differentiated incorporating an element of choice
- Homework can be set up to involve parental support

Inspiring:

- Homework relevant to outside world, contextualising learning opportunities
- Use of web programmes with instant feedback and support mechanisms built in e.g. My Maths
- Practical tasks within a structured framework