



## ***Homework Policy***

**Recommended by:**

**Teaching, Learning & Achievement Committee**

**Date: 7 October 2015**

**Adopted at Full Governing Body Meeting**

**Date: 24 November 2015**

**Signed by R J Collis DL, Chair of Governors:**

**Review date: Autumn Term 2017 (earlier if any legislative change)**



## **HOMEWORK POLICY - SEPTEMBER 2015**

### **1. Rationale**

By homework, we mean learning activities that students are required to undertake outside the classroom. This will often be at home, but may also be in supervised learning clubs in school, in a local library with parental consent, or in a place appropriate to a specific piece of research with parental consent. Homework is considered to be a vital part of a student's learning experience at The Cottesloe School. It is intended to provide students with experience of taking responsibility for their learning, to follow up learning in class, to encourage students to research a line of enquiry, to prepare for learning in the next lesson, or to continue the preparation of coursework for examination and other curriculum requirements. This Policy also reinforces the expectations regarding the frequency and rigour with which Homework tasks are assessed, so as to maximise its impact on student learning.

### **2. Aims**

- 2.1** To establish high expectations across the school and completion of homework tasks.
- 2.2** To be consistent, rigorous and responsive to students' learning needs across all subjects in the setting of learning tasks.
- 2.3** To establish the importance of constructive feedback to students regarding homework.
- 2.4** To help students develop the skills of independent learning and research.
- 2.5** To provide opportunities for parents to become involved in their children's learning.
- 2.6** To establish an ethos of continuity of learning between home and school.
- 2.7** To raise attainment and achievement.

### **3. Student and Other Outcomes**

- 3.1** Learning opportunities for all students outside school hours that are relevant, challenging, engaging and a continuation of learning in school.
- 3.2** Students who have the ability and the expectation to learn independently.
- 3.3** Students who appreciate the impact that regularly assessed work has on learning outcomes.

### **4. Planning and Implementation**

- 4.1** All students are given a homework timetable at the beginning of each school year and class teachers are responsible for setting homework opportunities in accordance with the timetables.

**4.2** The homework experience will still consist of the four types of task:

- *Revision* – these tasks are linked to tests and exams. The accompanying notes should outline to students what areas are being tested, a list of key words (specific vocabulary), a list of websites and other sources of information that might aid revision.
- *Research* – these tasks are directly linked to the following lesson. Once again, an explanation sheet should be available, listing information sources to be used and key information and vocabulary that is being studied.
- *Peer assessed* – these tasks are designed to encourage students to engage with the success criteria. It could take the form of a photocopied piece of work which they grade and then give clear direction on how the piece could be improved.
- *Key assessed tasks* – these tasks are very formal, they have clear criteria and are marked in detail. All tasks are marked in accordance with the Marking and Feedback Policy September 2015

**4.3** Subjects are given for homework each week (as directed on the Homework Rota) and students are expected to spend at least 20 minutes on each subject. The number of subjects and time allocated to each gradually increases as students progress through the school.

**4.4** Students and Parents are issued with access to Show My Homework to help with their organisation of homework. It is the subject teacher's responsibility to ensure that tasks are set, recorded on Show My Homework and marked.

**4.5** Heads of Department are responsible for giving guidance to their teams on appropriate learning activities, ensuring that schemes of work highlight appropriate Homework opportunities. This guidance will be reflected in the relevant sections of Departmental Handbooks.

**4.6** Students are most likely to complete Homework tasks satisfactory if the learning activity is:

- Relevant
- Differentiated
- Appropriately challenging
- Achievable
- Interesting
- Clearly linked to wider learning
- Rewarded with praise and recognition
- Acknowledged quickly through marking or other means

It is the responsibility of Heads of Department to make sure that learning tasks in their subject reflect these characteristics.

**4.7** Some students will require extra guidance and support if they are to complete learning tasks satisfactory and this should be made available on Show My Homework by the Class Teacher and through learning support staff.

**4.8** Where, despite the above measures, there are concerns that an individual student consistently fails to complete learning tasks, subject teachers should record this in the SIMS system and then take appropriate action which may involve the Head of Department and the appropriate Form Tutor. All subject teams should follow procedures agreed in their team for dealing with students who consistently fail to produce learning tasks. Where a Head of Year identifies a student who fails to complete homework in a number of subjects, students will be required to attend a Senior Leadership detention after school.

**4.9** Form Tutors have the responsibility for monitoring the Homework opportunities of members of their form. This should involve checking that learning tasks are set, recorded and completed. Where there are problems concerning individual students or a subject's learning tasks, Form Tutors should take appropriate action, which may involve the Head of Year, Head of Department, parents or a member of the school Leadership Team.

**4.10** Parents are asked to support their children by ensuring that learning tasks are completed. They are provided with a copy of their child's homework timetable and ways in which they might help their son/daughter.

**4.11** The school Library is available most days at lunch time and after school where students can work quietly.

## **5. Effective Assessment of Homework**

### **5.1 All tasks should be marked in accordance with the Marking and Feedback Policy in order to:**

**5.1.1** Raise expectations in the students of what can be achieved.

**5.1.2** Inform planning and teaching so as to secure progression in learning.

**5.1.3** Provide meaningful feedback to students to support their learning and raise attainment.

**5.1.4** Inform parents of their children's progress and support a continuing partnership with them to maximise their children's learning and achievement.

**5.1.5** Ensure consistent, regular and appropriate assessment practices across the school.

## **6. Monitoring, Evaluation and Review of the Effectiveness of the Policy**

The effectiveness of this Policy will be monitored from different perspectives to ensure impact.

**6.1** The Assistant Headteacher (Curriculum) has overall responsibility for the successful implementation of this Policy.

**6.2** Heads of Department are responsible for monitoring the successful implementation of this Policy within their subject teams and monitoring marking on a half-termly basis using a rigorous procedure.

**6.3** Heads of Year are responsible for monitoring the frequency and consistency of Homework across the curriculum in their year group and for taking any action required in consultation with the appropriate member of the school Leadership Team. This monitoring will include surveys of student experience.

**6.3.1** The findings of the Middle Leaders will be discussed at the departmental monitoring meeting held with Line Managers on a termly basis.

**6.4** A whole school programme of monitoring of teaching and learning, containing work sampling and statements regarding the department adherence to the Policy.

**6.5** Feedback from parents through Governors, focus groups and parental surveys.

## **7. Review**

This policy will be reviewed in two years.

September 2015

	<b>Teacher Responsibilities are to:</b>	<b>Parent/Carer Responsibilities are to:</b>	<b>Student Responsibilities are to:</b>
<b>Setting Homework</b>	<p>Set HW in good time and before the end of the lesson to allow students to record the task accurately and ask questions.</p> <p>Give clear guidelines about what the expected outcome should be.</p> <p>Provide a suggested structure to the task that will help learning.</p> <p>Set tasks that reflect progress made in lessons and which suit the ability of the students.</p> <p>Set HW in accordance with the homework timetable and only on the specified night.</p> <p>Save HW instructions in the appropriate area of the central resources file on the school intranet.</p>	<p>Check HW on Show My Homework at least once a week to ensure that it is recorded properly and that your child has understood what is expected.</p> <p>Discuss any issues with your child and raise any concerns with the teacher.</p> <p>Inform your child's teacher, via email/telephone, if the task has not been completed properly and confirm the reason for this.</p> <p>Help your child to plan HW to fit in with home activities.</p>	<p>Listen carefully when the teacher discusses homework to be set. Ensure that the task is understood and ask for help if it is not before the homework deadline.</p> <p>Inform your parent/carer if the task has not been completed and ask them to email/telephone the teacher about the reasons.</p> <p>If you are unsure about your HW, check with your teacher.</p>
<b>Quality and Length of Homework</b>	<p>Ensure that HW set follows school and departmental policy and is matched to the ability of the students.</p> <p>Give clear guidelines and, for extended tasks, ensure that the work is regularly monitored.</p> <p>If you are using the internet, give only appropriate age/key stage sites; give guidance on how to use information correctly and how to put it in the student's own language.</p> <p>Regularly remind students about the potential use of the Library computers for tasks that require a computer.</p> <p>Give guidelines about the importance, or not, of computer generated presentations for each task.</p>	<p>Check that your child does not exceed the time guidelines for homework unless he/she is happy to extend the work because of his/her own interest and enjoyment.</p> <p>Encourage your child to show his/her homework to you so that you can check that he/she has made a good effort.</p> <p>If possible, provide a quiet area where HW can be done with the minimum distraction.</p> <p>If you do not have access to a computer and the internet at home, encourage your child to use the facilities at school.</p> <p>Check the requirements for the task</p>	<p>Check that you have completed the task in line with what your teacher has asked for.</p> <p>Ensure that the appropriate time is taken for the HW and that the time is used productively.</p> <p>Ask the teacher/parent/carer for additional resources, if needed, for extended tasks.</p> <p>Make sure that any learning HW is done as thoroughly as written work.</p> <p>Find resources on the internet and summarise information in your own words, do not simply cut and paste from someone else's work and hand it in as your own.</p> <p><b>PLEASE NOTE</b> that copying from the Internet is plagiarism and appropriate sanctions will be applied.</p>

	<b>Teacher Responsibilities are to:</b>	<b>Parent/Carer Responsibilities are to:</b>	<b>Student Responsibilities are to:</b>
	Provide students with a clear structure to help them to complete extended writing tasks appropriate to their ability.	and discourage your child from spending lots of time on fancy presentations when the content is more important.	All work should be well presented, e.g. title, date, headings underlined. Follow the teacher's guidance about the use of fancy presentations and make sure that you are not using them to hide poor work.
<b>Marking Homework</b>	Set deadlines to match the needs of the students. Avoid extending deadlines for those students who have made little, or no, effort to complete the task on time. Provide a clear framework for marking (or discuss this when the task is set). Aim to ensure that HW will be marked and returned to the student within 10 working days. Provide quality feedback to enable students to progress further.	Check that you and your child are aware of the deadlines for homework tasks and are on schedule to meet them. Encourage your child to show their marked HW to you and discuss it with him/her.	Complete your work in line with any marking guidelines or advice provided by your teacher. Ask the teacher if you do not understand how your work has been marked.



<b>Homework Follow Up</b>	<p><b>Teacher Responsibilities are to:</b></p> <p>Check that students are acting on the advice given in the past to improve their work.</p> <p>Provide a grade for HW at reporting points in line with the learning expectations &amp; procedures.</p> <p>Follow up incomplete HW and apply departmental and school sanctions.</p> <p>Keep Form Tutors and Heads of Year up to date with any HW issues.</p>	<p><b>Parent/Carer Responsibilities are to:</b></p> <p>Encourage your child to follow any advice from their teacher about how to improve their work.</p> <p>Support the school in any actions taken to improve the students attitude to HW (e.g. detentions etc.).</p>	<p><b>Student Responsibilities are to:</b></p> <p>Try to use advice given to you by your teacher in your next piece of HW.</p> <p>Put into practice the advice given by your Form Tutor to improve your homework.</p> <p>If given a detention for lack of, or poor quality HW, attend it to avoid further punishment.</p>
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