

Homework Policy



The Cottesloe School

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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, revision for tests, assessments or examinations, 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 foster improvement and 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.
- 3.4** Students who understand the importance of independent revision when preparing for examinations.

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.
- *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.
- *Consolidation tasks* designed to reinforce and cement the learning that has already occurred, in order that students can use this prior knowledge in future lessons.

4.3 Subjects are given for homework each week except the last week of each half term unless students are preparing for an important examination or coursework deadline where such revision or completion may be required. As guidance students are expected to spend at least 20-30 minutes on each subject in years 7 and 8 and 30-45 minutes in years 9-11. Some tasks may take longer for example assessment revision. 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 where appropriate or feedback given.

4.5 Curriculum Leaders are responsible for giving guidance to their teams on appropriate learning activities, ensuring that schemes of work highlight appropriate Homework opportunities. If staff need any further guidance they should speak to their Curriculum Leader.

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 Curriculum Leaders 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 Curriculum Leaders 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 an overview of work completed using Behaviour Manager. They can then raise any or concerns with students individually during form time or academic mentoring sessions.

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. The most effective way is through the Show My Homework website website or app.

4.11 The school Library is available most days at lunch time and Homework Club on Monday to Thursday 3 pm - 4.30 pm in the Library, where students can seek support.

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 (Teaching and Learning) has overall responsibility for the successful implementation of this Policy.

6.2 Curriculum Leaders 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 Curriculum Leaders and Subject TLR holders will discuss homework monitoring on a regular basis with their Link SLT colleagues to inform changes as appropriate and celebrate areas of excellence.

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 will be sought from Governors via monitoring visits, student voice, subject and or year group focus groups and parental surveys will contribute to changes as appropriate.

7. Review

This policy will be reviewed in four years (earlier any legislative change).

October 2019

	Teacher Responsibilities are to:	Parent/Carer Responsibilities are to:	Student Responsibilities are to:
Setting Homework	<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, giving a sufficient amount of time to complete each piece of work, with a recommended time of between 4-7 days between setting and completion deadlines for most work.</p> <p>Save HW instructions on the Show My Homework website.</p>	<p>Check HW on Show My Homework at least once a week to ensure 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 for unforeseen extraordinary circumstances 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/carers 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>

	Teacher Responsibilities are to:	Parent/Carer Responsibilities are to:	Student Responsibilities are to:
Quality and Length of Homework	<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>Provide students with a clear structure to help them to complete extended writing tasks appropriate to their ability.</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 and communicate this position to the form tutor.</p> <p>Check the requirements for the task and discourage your child from spending lots of time on fancy presentations when the content is more important.</p>	<p>Check that you have completed the task in line with what your teacher has asked for. 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. 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>PLEASE NOTE that copying from the Internet is plagiarism and appropriate sanctions will be applied.</p> <p>All work should be well presented, e.g. title, date, headings underlined.</p> <p>Follow the teacher's guidance about the use of fancy presentations and make sure that you are not using them to hide poor work.</p>

	Teacher Responsibilities are to:	Parent/Carer Responsibilities are to:	Student Responsibilities are to:
Marking Homework	<p>Set deadlines to match the needs of the students.</p> <p>Avoid extending deadlines for those students who have made little, or no, effort to complete the task on time.</p> <p>Provide a clear framework for marking (or discuss this when the task is set).</p> <p>Aim to ensure that HW will be marked and returned to the student within 10 working days.</p> <p>Provide quality feedback to enable students to progress further often through the use of Fix-it opportunities.</p>	<p>Check that you and your child are aware of the deadlines for homework tasks and are on schedule to meet them.</p> <p>Encourage your child to show their marked HW to you and discuss it with him/her.</p>	<p>Complete your work in line with any marking guidelines or advice provided by your teacher.</p> <p>Ask the teacher if you do not understand how your work has been marked.</p>
Homework Follow Up	<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 & 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>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 student's attitude to taking responsibility for the completion of HW (e.g. detentions etc.).</p>	<p>Try to use advice given to you by your teacher during Fix-it tasks or 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>