

HOMEWORK POLICY

Rationale

For this policy 'Homework' refers to any work or activity which students are asked to do outside the lesson time, either on their own or with parents and carers. The National Foundation for Education Research reviewed over 100 British and American studies conducted since 1988. The results showed that time on homework contributes to achievement at secondary level, and the effect is stronger among older students. Further research conducted by NFER in 2001 in a review commissioned by Ofsted, re-confirmed the view of a positive correlation between time spent on homework and achievement.

<http://www.nfer.ac.uk/research-areas/pims-data/summaries/hwk-review-of-studies-on-homework.cfm>

Purposes

To encourage students to develop the skills, confidence and motivation needed to study effectively on their own. This is vital given the importance for students in the future of lifelong learning and adaptability.

To raise academic standards

To consolidate and reinforce skills and understanding developed at school

To sustain the involvement of parents and carers in the management of students' learning and keep them informed about the work students are doing.

To manage particular demands, such as GCSE coursework.

Guidelines

The amount of homework and supported study appropriate for different ages which are advised by the Government and adopted by Neston High School are:

Years 7 and 8 45 minutes per day

Year 9 1 hours per day

Years 10 and 11 1 ½ hours per day

Years 12 and 13 2 hour per day

We support the view that a healthy balance between homework and other life enriching activities should be maintained On average students will receive three sets of homework per

R:\Drop Folders\Website\Website Administration\2018 WEBSITE\Policies\HOMEWORK POLICY 2018.doc

night which make up the duration stated above. Subject departments should therefore consider this when deciding the duration of one piece of homework. Teachers will submit details of their homework schedule for each group to SDO early in the year and will also ensure that students enter these details in the homework timetable section of their planners.

All students can receive a form of homework in **all** subjects.

How homework should be planned and co-ordinated

Student planners are issued to all students and should help them and their tutors / teachers monitor the homework timetable. The timetable is communicated to parents each academic year via the student planners along with a promotion leaflet outlining the purpose and importance of homework, to which all subjects make a contribution. The library and a homework club will be available for students who may need extra support to manage their Homework. The librarian and homework club staff are there to help with strategies to manage independent study and research. Resources, ICT facilities and stationery are available in the library and homework club to support those who have difficulty in accessing such resources outside school.

Planners are checked systematically, by tutors, fortnightly. In this way tutors can check all the systems are working; that is that parents have signed for the week's work and that tasks have been set in line with the homework timetable in the student's planner.

The role of parents and carers

Subject teachers, tutors and parents (who sign a home school contract) should continually work together to support students in relation to homework. Neston High School expects parents will:

- Provide a reasonably peaceful, suitable place where students can do their homework or help students attend other places where homework can be done, such as homework club, libraries and other study centres.
- Make it clear to students that they value homework, and support the school in explaining how it can help them make progress in school and in life.
- Encourage students and praise them when they have completed homework
- Expect deadlines to be met and check they are.

Homework and Supported Self Study facilities

In addition to facilities provided at home there are opportunities for students to do homework under supervision at school, during lunchtime and after school, as well as opportunities away from school at libraries or community centres.

Appropriate tasks for Homework and Supported Self Study

Tasks set for homework and supported self study should have a clear objective, linked to programmes of study. Staff should try not to use homework to finish off work carried out in class. This can often place too heavy a burden on some and too light a demand on others

and should only be set in exceptional circumstances. Tasks should be manageable for students and teachers and should be balanced in terms of type and scale.

Possible tasks include:

Investigations,	Interviews,	Projects,	Essay Writing
Research	Public Library Visit	Drafting	Report Writing
Reading	Designing	Revision	Making a model
Drawing	Word Processing	Desktop Publishing	

Simple Experiments Reflection

Students should also be encouraged to read regularly, for pleasure, as independent reading will improve literacy skills and achievement in other areas.

HOMEWORK IS FOR ALL STUDENTS AND CAN BE SET IN ALL SUBJECTS

Homework can be planned systematically as part of a subject scheme of work to make it relevant and manageable. Developing a bank of assignments which teachers can use as appropriate can produce a flexible approach to planning. Staff should also consider drawing on national and local support services such as BBC 'learning station' and Bite Size series etc.

Special needs

In setting homework for these students it is important to balance the right of students to share fully in the work of the class, including homework tasks, with their individual learning needs. These needs may include consolidation and reinforcement of specific skills. The SEN Co-ordinator and the SEN representative within each department will offer advice to teachers and tutors to ensure class tasks are manageable, and individual skills practice can be incorporated without overloading the pupil. For students who have Individual Education Plans (IEPs) and for those identified by the department and school as 'Gifted and/or Talented', special provision or a bank of tasks can be developed to match the agreed strategies that we are obliged to fulfil.

Homework, and Assessment

If homework is to benefit students' learning, they must be given prompt and appropriate feedback on what they have done. Parents/carers have a role in encouraging and praising children for the effort which they have devoted to homework but students look mainly to teachers for a response on the quality of their work. Departmental assessment policies should give detailed guidance on the various ways in which homework can be assessed. Discussion, questioning, self and peer assessment, modelling students' work as well as written comments and/or marks and grades are all appropriate. Through this process, it is possible to design homework assignments which do not make heavy demands on teachers and students and is hence a support to the learning process.

Further guidance

R:\Drop Folders\Website\Website Administration\2018 WEBSITE\Policies\HOMEWORK POLICY 2018.doc

The setting of homework should be visualised. Written on board or sheets etc.

Parents should be encouraged to initial homework.

Subjects could issue 'how to help guide' with useful websites etc in the information on one side of A5 for information booklet to parents.

Subjects will work towards making homework available online.

Prompt feedback on work completed is essential if homework is to have meaning, credibility and serve its purpose in developing skills and raising achievement.

Homework should not be repetitious, not more of the same – the nature of the tasks should be varied. Practice and consolidation of some skills and techniques may however be appropriate on occasions.

Literacy and numeracy co-ordinators in school can give advice on setting homework for lower ability students. Guidance on appropriate reading tasks can be given.

Homework should serve as a motivator and should be part of a rewards system.

Self assessment / reflection activities can be used to assess homework

Homework can be varied and is not always an artefact.

Students can be referred to homework club.

On failing to hand in homework students should:

- a) be given a second chance, once only
- b) be facilitated in completing the work (possibly with tutors help/referral to homework club / letter or note to parents in planner, sanctions including detention etc.)
- c) yellow card should always be issued on the third occasion.
- d) If the problem persists, involve HOD, tutors and parents. HOH will intervene when the problem arises across the curriculum.

Staff must follow these procedures before including a negative comment about homework in a Record of Achievement report

Some groups, particularly low ability, have students who have great difficulty in completing and handing in homework. This should not result in setting less homework but may prompt a teacher to praise and reward those who have completed the task set in an effort to promote a positive attitude to homework. Remember that there are significant numbers of lower ability students who enjoy and thrive on the opportunity to study outside the lesson – we must not deny them that opportunity.

Homework should be differentiated / appropriate to the level of ability of the student and may be different for different students in the class.

Holidays are good opportunities for revision, research, visits etc and offer opportunities to improve recall.

Staff should consider how demanding a piece of homework has been possibly through creating opportunity for students to comment (written or verbal) on how they felt about completing the task as part of the review process. We should use this information to be creative in the way we set homework so that we extend thinking and improve study skills.

The Personal Development programme includes a unit on developing independent learning, and discussion of homework is built into this. It also forms part of the induction programme in year 7. Students are given relevant information to help them, for example assessment criteria is stuck in front of their notebooks so that students understand exactly what is required by the task and how it will be evaluated. Students should be able to discuss assessments with teachers with confidence and the homework system should aim to improve students' ability to organise themselves.

Monitoring, Reviewing and Evaluating

- Departments should review their homework policies in line with the school policy and copy written policies to RHU. Departments should also provide RHU with a short statement describing homework provision for inclusion in an information leaflet for parents.
- Tutors should be able to check and sign an average of 5 homework diaries each week. A tutor concerned about a lack of homework being recorded by a student should address the problem with the student, communicate this concern to his/her teachers who in turn can discuss problems with the relevant HOD, HOH and parents.
- Each term SMT will select a tutor group in consultation with HOH and focus a review of homework provision under three areas of the school policy e.g. low ability groups, comparison of bands, differentiation etc. Tutors will be asked to draw upon their knowledge of the group, and nominate top, middle and low ability students from the tutor group.
- Departments have homework reviews as an item on the departmental agenda at least once during the academic year. Departments are encouraged to examine samples of homework for a particular year group and discuss / share practice. Notes of departmental reviews should be given to RHU for ongoing review and evaluation and will form part of the agenda with Curriculum Leaders and their line managers in SLT.

Additional Reference Documents:

- Homework Information for Parents Key Stage 3
- Homework Information for Parents Key Stage 4
- Homework Information for Parents Key Stage 5

RHU

Name of Policy	Homework
Name of lead member of staff	R Hudson
Committee & Date of Review	Curriculum 24/2/16
Date of next planned review	2018/19