



# Homework Policy

## **Governing Body Sub-committee**

Name: Curriculum and Performance

Date approved: 29 November 2018

## **Full Governing Body (if applicable)**

Date approved:

**This policy is for:** Parents/Carers, staff, students and Governors

## **Introduction**

This policy has been written after consultation with some school staff and the School Council.

Homework is defined as the time which students spend outside of lesson time in assigned learning activities. These may be completed at home or at school (for example, at Study Club, in the library at lunchtime, in Sixth Form private study, in ACCESS or as part of faculty extra-curricular opportunities). Students who do not have home access to a computer may choose to use these opportunities to complete some tasks. Homework may be an individual or a group task. The time required to complete assignments may vary according to students' study habits, skills and abilities. Teachers should be mindful of this and differentiate accordingly when they set homework. It is intended that homework should promote students' learning and progress, and should be reasonable and balanced so that it does not impact negatively on personal and family life.

## **Research Perspective**

Whilst research outcomes and opinions in respect of homework may differ, extensive considerations of homework research have revealed that there is 'consistent evidence for a positive influence of homework on achievement' (Marzano and Pickering, 2007). The work of Harris Cooper, 2006, suggests that there are broader benefits of homework;

- Better study habits and skills which will be of long-term benefit
- Non-academic benefits such as greater self-direction, self-discipline, improved time management, enhanced problem-solving ability
- Greater parental/carer involvement in schooling

## **Purpose of Homework at Belper School and Sixth Form Centre**

Homework may;

- Extend time available to students to consolidate skills and concepts learned in class
- Provide an opportunity to develop research skills and extend reading
- Encourage independent work and allow teachers to see what students can do independently
- Enable students to devote time to coursework, projects and long assignments

## Types of Homework

Homework may take a variety of forms according to subject, student's age and stage and curriculum requirements. Here are some possible forms of homework;

Written assignments	Reading assignments	Revision for tests/exams
Independent review of books/ notes	Working on a recommended website e.g. <a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a>	Practice exam paper
Google Classroom tasks	Preparation for a presentation	Rehearsal or PE practice
Researching a topic	Practical task - make a model, produce a design/artwork	Listening homework - Modern Foreign Languages/Music
Puzzles (problem solving)	Poster for display	Workbooks
Making notes	Learning vocabulary	Open-ended investigation

## Setting and Assessment of Homework

In 2014 the Department for Education withdrew its specific guidance on amounts of time which should be dedicated to homework for particular year groups. At Belper School and Sixth Form Centre time devoted to homework will increase as students make progress through the school. It is expected that students should grow in independence so that by Key Stages 4 and 5 they are in the habit of regularly reviewing their work and notes. Heads of Faculty are each responsible for production of a faculty Homework Procedure documents that supports the school policy. Faculty Homework Procedure documents will give some guidance on expectations regarding homework in each Key Stage, presentation, the amount and frequency of homework set, types of homework, how homework may be assessed, rewards and sanctions . Subjects which have a small share of curriculum time should set homework less frequently than those with a large share of curriculum time. For example, in a subject with only two lessons per fortnight, homework might be set once or twice a half term. In the case of practical subjects, homework will be set when appropriate to projects.

After homework is set, reasonable time should be given for completion. It is not good practice to ask for completion by the next day.

Homework should be:

- **Clear** - The task, expected outcomes, completion date and resources available
- **Accessible** - Resources should be accessible for students and teachers should differentiate homework tasks to allow students of varying abilities sufficient support/challenge
- **Acknowledged** - Homework takes effort. It should receive acknowledgement marking from the teacher. Peer and self-assessment may also be used. Assessment procedures for classwork and homework are outlined in the School Policy on Assessment and the Faculty Assessment and Marking Procedures.

### **Recording Homework**

Students each have responsibility for recording homework in their Student Planner. Task and completion date should be written down. Some students may need help from the class teacher or Teaching Assistant to do this. Class teachers should provide enough time in the lesson for homework to be recorded adequately. If a student has a problem related to homework, they should speak with their teacher as quickly as possible to resolve it. Parents/carers are asked to look at and sign Student Planners on a weekly basis.

### **Rewards and Sanctions**

Outstanding effort/performance in homework should be rewarded by the teacher. School rewards such as merits may be awarded for excellence in homework effort/achievement. Each faculty will outline sanctions for non-completion of homework in their Homework Procedure document. Ultimately, referral to the school detention system may be necessary.

### **Monitoring, Evaluation and Review (MER)**

Quality of homework, setting and assessment will be monitored via the following;

- Planner scrutiny (MER calendar) to sample setting and recording of homework (Leadership Group and Middle Leaders)
- Work scrutiny of student books, folders etc. to monitor student responses to homework and assessment (Leadership Group and Middle Leaders)
- Student voice - interviews and surveys to obtain student feedback related to all aspects of homework (Leadership Group and Middle Leaders)

There will be impact reporting on homework to the Governors Curriculum Committee.

Any action to improve homework procedures and practice will be managed by the Leadership Group and Middle Leaders.

### **Communication of Policy to Stakeholders**

The implementation of this policy will be communicated to parents/carers via the school website and newsletter. It will be communicated to staff in the staff bulletin, in briefing and at INSET. It will be presented to Middle Leaders and Leadership Group within the school meeting structure. Students will be notified in assembly and via the student bulletin and school information screens.

### **Parental Concerns**

Any concerns about homework should be directed to the class teacher or Head of Faculty in the first instance. Messages may be left.

### **Links to other policies/documents:**

- Assessment Policy
- Faculty Homework Procedure Documents