

# GLASTRY COLLEGE



## HOMEWORK POLICY

September 2017

## **Rationale**

Homework is work that is set to be done outside the timetabled curriculum. It contains an element of independent study and it is important in raising student achievement. Completing homework regularly and consistently helps children do better and can be equal to an additional years' schooling in the secondary phase. It is an essential part of a good education, not an optional extra.

Not all homework has to be done at home. Some pupils find it hard to work at home and some may find it easier to work in college during lunchtime or after school, where there are appropriate resources available.

Whatever the case, homework enhances pupil learning, improves attainment, raises self esteem and develops pupils' study skills. As such it is an integral part of the curriculum in Glastry College and requires careful planning and integration into the schemes of work in each subject area.

All subjects should have homework. The amount of homework set reflects the number of staff in the department, the frequency of lessons and the uptake of the subject (at KS4) as well as the ability of individual students. There are also times when homework is not appropriate or is purely revision based, e.g. GCE/GCSE/Key Stage 3 examinations, rehearsal exams, college activities, etc.

## **Aims**

Homework enables pupils to:

- Demonstrate progress and understanding
- Consolidate and extend work covered in class
- Prepare for new learning activities
- Develop independent study skills
- Take ownership and responsibility for learning
- Make use of learning resources in the home and community which are not available in College
- Learn to manage and organise their time
- Prioritise and extend skills and knowledge learned in college

Homework enables parents to:

- Become involved in their child's education
- Learn about the things their child does at school
- Engage in cooperation and support with the College
- Enter into a dialogue with their child's teachers

Homework enables teachers to:

- Monitor a child's progress and mastery of recent class work
- Collect feedback in the evaluation of teaching and learning
- Extend or reinforce a student's learning

## **Guidelines**

### **1. Department Homework Policy**

- All departments have a homework policy which details:
  - When homework will be set
  - How much homework should be set
  - Types of homework used
  - Place of homework in the scheme of work
  - Department incentives
  - Sanctions for unsatisfactory work
  - How homework will be assessed
  - How and by whom homework will be monitored
  - Homework action plan (following most recent detailed monitoring of homework), if appropriate

- Departmental Development and Action Plans may include homework as an area for action.
- All departments recognise that it is good practice to have regular homework 'workshops' at department meetings to evaluate, create and enhance specific homework tasks and Subject Leaders/ Heads of Department build this time into their meeting schedules for each academic year.

## 2. The Amount of Homework

### National Average

Years 8 & 9	45 - 90 minutes per day
Years 10	1 - 2 hours per day
Years 11 & 12	1.5 - 2.5 hours per day
Years 13 & 14	This will depend on the courses being followed. However guidance on this matter is available from each Head of Department.

Students will need to learn to manage their time so that they do some homework each evening. Wherever possible, teachers will not usually set homework to be completed for the next day, but will give students at least two days to complete the homework. The time devoted to homework should increase as the student progresses through the school.

**KS3:** As a rough guide, students in years 8-10 should have at least one homework per week for English, Maths, Science, History, Geography, French, and Technology, which should take between 45 minutes and 1 hour. In the case of other subjects such as Art, Drama, Music, RE, ICT and LLW, homework will be set when appropriate to their current task or topic. There will be no homework for LLW (Personal Development) and PE in KS3.

**KS4:** Students in years 11 - 12 should have AT LEAST an hour per subject, per week.

**KS5:** Students in years 13 & 14 are expected to devote approximately five hours per week outside lessons to each subject. Students are encouraged in addition, to read as widely as possible around their chosen subjects to broaden their knowledge. This guidance is not set in stone, as for some Sixth Form courses there are particular times of the year where demands for portfolio or project work can intensify. Homework will be differentiated where necessary to take into account individual needs. This means that pupils may be given different tasks according to their ability levels, or the same task but with different levels of support and/or deadlines. The time allocations are necessarily only general indicators of the time to be spent on homework.

## 3. Homework Tasks

Homework can take very many forms. Some of the tasks are listed below, but the list is not exhaustive:

- Reading
- Writing
- Numeracy work
- Devising and/or playing a game
- Practising a skill
- Learning new information
- Researching information
- Discussing an issue with an older person
- Designing or making something
- Conducting an experiment
- Listening to music
- Watching and reviewing a TV programme
- Project work
- Collecting and recording information/data, either within the home or in the community

- Completion of research for controlled assessment tasks
- Interviews
- Drawing
- Using ICT
- Recording
- Taking photographs
- Completing on-line tasks
- Finishing off class work

#### 4. Sanctions

When homework is not completed, teachers should initially support the pupil and ensure the tasks set meet the pupil's needs. If this is so, then sanctions will be implemented, depending on the circumstances. Teachers receive support from their Head of Department, in the first instance. The sanctions are as follows:

Class teacher – discussion and negotiation with pupil, imposition, informing parents via diary, phone call home, extra work, break/lunchtime detention. A record will be made on Lesson Monitor (code PBSX and sanction).

Head of Department – discussion and negotiation with referred pupil, imposition, informing parents by diary. Letter to parents, Subject Report and after school detention if necessary (after consultation with Head of Year).

Group Tutors – through weekly monitoring of diaries and behaviour management, identifying pupils with homework problems across several curriculum areas and referring to Head of Year.

Head of Year discusses and negotiates with pupil, applying sanction or support, where appropriate. This may include an interview with parents/ guardians and/or homework report.

#### 5. Incentives

High quality homework and a good work ethos should be sensitively praised in class. Comments may be made in the Achievements section of Behaviour Management. Where appropriate, homework should be included in display work. Merits, letters of praise, celebratory postcards, telephone calls home, stickers etc may also be awarded for good homework. For exceptional pieces of homework, the Principal/ Vice Principals may be informed and may congratulate the student. Good homework contributes towards Progress Reviews.

#### 6. Marking and Feedback

A variety of methods of assessment and feedback can be used e.g.

- Self-assessment – pupil assesses work himself/herself.
- Peer-assessment – work is assessed by another or other pupils.
- Teacher-assessment – impression marking.
- Teacher-assessment – comprehensive marking – detailed.
- Teacher-assessment – aspect marking – concentrating on one facet of the work.

The nature of the assessment used should be appropriate to the task being done. There is a need for assessment and feedback to be as immediate as possible to provide information to pupils and to motivate them.

##### ***Feedback on Homework***

- All homework completed by students should be acknowledged.
- Departmental assessment and marking policies indicate the nature of feedback that it is appropriate for staff to give on pupils' homework.

- Feedback should, wherever possible, be formative, indicating how improvement could be possible and the next steps that pupils need to take in order to improve.
- Formative assessment may give no mark or grade; rather it may give detailed feedback on areas to improve. This helps pupils to focus on how to improve their learning and the quality of their work.
- Homework should be appropriately assessed and feedback given to pupils within a reasonable time of completing work. Some feedback should occur within the completion of the two-week timetable cycle. This feedback may take a variety of forms: general or individual oral feedback, written comments and/or marks/grades.
- Parents should be aware that homework may be marked by pupils themselves as part of self and peer marking programme.

Details of the responsibilities of teachers, pupils and parents are provided in Appendix 1.

## **7. Responsibilities**

### **The Role of the pupil**

- To listen to homework instructions in class
- To copy down instructions for the task and deadline date into the homework diary.
- To ensure that homework is completed and handed in to meet the deadline
- To attempt all work to the best of their ability
- To inform the class teacher of any difficulties, prior to the deadline, if possible

### **The Role of the Group Tutor (during Registration – one day per week)**

- To include homework in pupil mentoring, where appropriate
- To check that the diary is being signed by the parent/guardian
- To note and respond to any comments written in diaries by parents
- To sign diaries on a weekly basis

### **The Role of the Class teacher**

The class teacher controls the direction of homework and the nature of tasks undertaken. The teacher will:

- Set homework according to the timetable
- Provide the stimulus
- Give full and comprehensive instructions
- Set reasonable deadlines for completed work and ensure that they are met
- Mark and return all homework promptly and/or facilitate peer-marking
- Provide help and support
- Inform the Head of Department, as appropriate, when problems arise
- Record missed homeworks on lesson monitor (PBSX and sanction). Record persistent homework problems and credit pleasing homework in SIMS Behaviour Management

### **The Role of the E-learning Co-ordinator**

- To facilitate after school and lunchtime opportunities for independent study

### **The Role of the Head of Department**

- To monitor and evaluate homework policy and practice within their curriculum area
- To seek to enhance the quality of homework set

### The Role of the VP (Curriculum)

- To provide staff, pupils and parents with the necessary homework documentation
- To develop classroom practice to enhance homework across the school
- To review biennially the school homework policy
- To monitor and evaluate the school homework policy

### The Role of the Parents

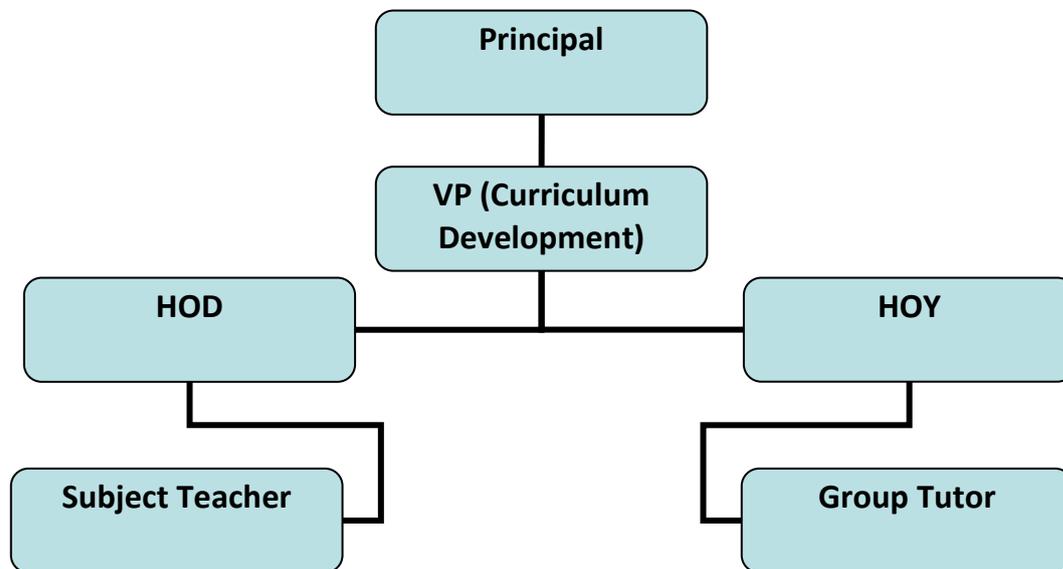
The role of the parent is crucial if the child is to gain success from homework. To reinforce its value through positive feedback will give students the confidence to persevere, work hard and reach high standards of achievement. Parents can assist by:

- Providing a quiet place to work
- Negotiating with the student when homework is to be done, as a student's free time is important too
- Checking the time spent on individual tasks
- Ensuring that outside clubs do not hamper a child's quality of work and put a child under undue pressure
- Checking presentation and content of all homework being returned to school
- Signing the homework diary each week
- Providing the school with information about any problems through the homework diary or by contacting the school directly

### Monitoring, Evaluation and Review

#### Monitoring

#### Structure



#### Pupils

Homework diaries will be checked by:

- The Group Tutor (weekly)
- The Head Of Year (sampled every few weeks)
- Member of the Leadership Team (sampled every term)

### **Subject Staff**

- Will keep a record of homework tasks as part of lesson plans
- Make this record available to the Head of Department

### **HoD**

- Will sample homework records
- Will look at examples of homework and talk to pupils and staff according to the monitoring programme, using homework monitoring criteria
- Will evaluate and update action plans, as appropriate.

### **SMT**

- Will sample homework records through department review
- Will sample examples of work and talk to pupils
- Will review school policy bi-annually

**Evaluation** will be carried out by the SMT, coordinated by the VP (Curriculum Development).

Questions to be considered will include:

- Whose needs are being met?
- Whose needs are not being met and why?
- What are the problems that require short and long term solutions?
- What is the relationship of homework to the curriculum?
- How can policy and planning be more effective?

	<b>Teacher responsibilities are to:</b>	<b>Parent/Carer responsibilities are to:</b>	<b>Student responsibilities are to:</b>
<b>Marking Homework</b>	<ul style="list-style-type: none"> <li>• Set deadlines to match the needs of the students.</li> <li>• Avoid extending deadlines for those students who have made little or no effort to complete the task on time.</li> <li>• Provide a clear framework for marking (or discuss this when the task is set).</li> <li>• Aim to ensure that homework will be marked and returned to the student within 10 working days (max).</li> <li>• Provide quality feedback to enable students to progress further.</li> </ul>	<ul style="list-style-type: none"> <li>• Check that you and your child are aware of the deadlines for homework tasks and are on schedule to meet them.</li> <li>• Encourage your child to show their marked homework to you and discuss it with him/her.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete your work in line with any marking guidelines or advice provided by your teacher.</li> <li>• Ask the teacher if you do not understand how your work has been marked.</li> </ul>
<b>Homework Follow up</b>	<ul style="list-style-type: none"> <li>• Check that students are acting on the advice given in the past to improve their work.</li> <li>• Provide a mark/grade for homework at reporting points in line with the assessment and recording policy.</li> <li>• Follow up incomplete homework and apply departmental and school sanctions.</li> <li>• Keep Head of Department, Group Tutors and Year Heads up to date with any homework issues, as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your child to follow any advice from their teacher about how to improve their work.</li> <li>• Support the school in any actions taken to improve the students' attitude to homework (e.g. detentions, etc).</li> </ul>	<ul style="list-style-type: none"> <li>• Try to use advice given to you by your teacher in your next piece of homework.</li> <li>• Put into practice any advice given by your Group Tutor to improve your homework.</li> <li>• If given a detention for lack of, or poor quality homework, attend it to avoid further punishment.</li> </ul>