



The Thomas Adams School

Policy Statement

Homework

Updated August 2017

Reviewed by Governors

All students are expected to do homework regularly. Homework should raise standards and lead to more effective use of lesson time. We aim to foster a culture where students and parents value homework and understand its contribution to students' success as learners.

1. The purpose of homework

The main purpose of homework is to support and encourage students to develop independent study skills, organisational skills, time management and self-discipline. In addition homework should help;

- to raise levels of attainment.
- to make use of resources outside school.
- to supplement and enhance class work.
- to encourage good work habits.
- to help students to organise and plan their time wisely.
- to encourage self-reliance and give students an opportunity to demonstrate what they can do independently.
- to give parents opportunities to share and participate in their child's learning.

2. Types of homework

Homework could take a variety of forms as listed below. Whatever the nature of the task set the work should be an integral part of the unit of work being studied. It should be differentiated to take account of the needs and current attainment level of each student. Homework should be varied, interesting and challenging. It is not good enough to tell a class to 'finish off' some class work when several students have already completed the task. Nor is it acceptable for students to create posters on a regular basis. Acceptable homeworks include;

- extended work - sustained writing.
- research, including use of internet.
- preparing work to be completed in class - e.g. read an article, make notes, etc.
- private reading.
- studying and learning notes, vocabulary or key words.
- drafting and redrafting work.
- completing a 'Yellow Box' activity to develop work following marking and feedback.
- watching or listening to particular TV or radio programmes.
- collecting information from newspapers, etc.
- projects.
- presentations.
- art / creative tasks.
- undertaking work not suited to the classroom situation.
- practising skills or concepts learned during the lesson.
- tasks which involve the parents e.g. interviews, testing vocabulary.
- an opportunity to provide the teacher with feedback about a topic e.g. evaluation sheets.
- writing a short lesson review, detailing what was learnt and how.
- creating revision resources for later use.
- revision in preparation for a test or assessment.

3. The frequency and duration of homework.

The following is a guideline for the amount of time that should be spent on homework;

Year 7, 8 and 9 – *up to* 8 hours per week.

Year 10 - 11 – *up to* 11 hours per week.

Years 12 - 13 - 15 – 20 hours per week.

Key Stage 3

English, Maths, Science and MFL set *up to* 1 hour of homework each week.

History, Geography and RE set *up to* 30 minutes of homework every other week.

Other subjects, which only see the students **once** per week, are not expected to set homework every week but will set at least one homework per term; the main one of these will be **an extended homework** set over several weeks.

Teachers should try to keep to the agreed timetable, although there must be flexibility for such things as projects, etc. Homework may not always be appropriate in all subjects where it is timetabled to be set. When homework is not set, this should be recorded in the homework diary to keep parents informed.

Key Stage 4

The timetable for Key Stage 4 is based on each GCSE subject setting 1 to 1.5 hours of homework per week. When determining the deadlines for pieces of homework, the demands of coursework should also be considered. It is therefore preferable that students be given a minimum of 48 hours to complete longer tasks; this will encourage them to plan their work and balance the demands of each subject. As a rule students should be encouraged to complete their homework in line with the homework timetable so they do not become overburdened.

Key Stage 5

No formal homework timetable will be set for the Sixth form. Each subject should aim to set one hour of homework for each hour of contact time. As with Key Stage 4, students must be given sufficient time to be able to balance the demands of each of their subjects.

4. Homework issues.

Complaints or concerns about specific pieces of homework (or apparent lack of homework) should be made firstly to the Subject Leader. More general concerns should be addressed to the Homework Coordinator.

5. Study skills and homework support.

We are conscious that, for some of our students, home study is difficult. It is important that these students are identified and sufficient support is provided for them to be able to complete homework.

All students need to be taught the skills necessary to become independent, self-sufficient learners. Study skills are taught as part of the PSHE curriculum but other subjects have responsibility for ensuring that students are taught skills specifically required by their subject and give opportunities to practise these skills.

There are several support systems in place for pupils who require assistance with their homework. Identified pupils have timetabled support within the SEN department and all pupils can access;

- support and guidance from the subject teacher;
- Homework Club every Monday, Wednesday and Friday lunchtime in Room 8 (a computer suite);
- 'Kick Start' club after school on Tuesdays and Thursdays (3:30 – 4:30) in Room 7;
- resources on Moodle for each subject area.

6. Failure to complete homework.

It is expected that pupils meet the deadlines set for homework. Should a pupil fail to meet a deadline the following process will be followed:

1. A text message will be sent to the parents / carers of the pupil stating the work that is owed and a lunchtime detention will be set. Individual departments may set internal detentions for missing the original deadline.
2. If a pupil fails to attend the lunchtime detention, a formal letter will be sent to the parent / carer. This letter will outline the date of the afterschool detention the pupil will attend for failing to complete the homework and the lunchtime detention.
3. If a student becomes a regular offender, then a meeting will be arranged with parents / carers to discuss the situation.

7. Marking of homework.

Homework should be valued and marked **within two weeks** of its due date; where marks are allocated they should be recorded in the teacher's mark book.

Teachers should make a check of whether homework has been completed on the due date even if it is not going to be collected in during that lesson.

Homework should be marked in accordance with the school's marking and feedback policy.

8. Monitoring of homework.

Homework set should always be recorded in the students' planners. Parents are asked to sign the planners weekly and alert the tutor should they have any concerns about the amount or nature of homework set.

Tutors monitor whether students are recording their homework by checking planners weekly.

Subject Leaders should monitor the quality of homework set and students' responses to the work set through regular book checks.

The views of parents and students should be sought regularly to provide feedback about homework.

Monitoring and Review of the Policy.

We will know this policy has been effective if:

Teachers

- Avoid setting homework in the last few minutes of the lesson;

- Set and record homework at the time specified on the homework timetable;
- Make expectations clear and ensure that these are written in planners as guidance;
- Set differentiated tasks that provide suitable challenge and support;
- Encourage the students to complete their work on the day it is set for shorter tasks and help them to plan their time for longer tasks;
- Check and record that homework has been completed and take action when it has not;
- Mark homework and provide appropriate feedback about how improvements could be made, within the agreed time frame;
- Note 'None Set' in student planners when setting homework is not appropriate.

Tutors

- Ensure students have a copy of the homework timetable in their planners;
- Ensure students know how to record their homework;
- Check and sign the homework planner weekly and take action against those students who do not complete the planner regularly;
- Are aware of students who find completion of homework difficult and encourage them to attend the appropriate Homework Club to receive support.

Subject Leaders

- Ensure their staff follow the 'Homework Policy';
- Lead their teams in discussing and setting appropriate homework tasks;
- Monitor the setting of homework by their teams;
- Monitor the quality and appropriateness of homework set through regular book checks;
- Encourage their team to assist in the provision of opportunities to support homework.

Senior Leadership Team

- Have an overview of the setting and completion of homework across years and departments through the review and line management systems;
- Check planners during mentoring sessions and gather pupil voice feedback at this time;
- Take action when a student persistently fails to complete homework.

Students

- Always have their planner and place it on the desk at the start of the lesson;
- Use the planner to record homework and ensure the task set is understood;
- Demonstrate a commitment to learning by spending sufficient time to complete the task to the best of their ability;
- Hand the work in on time.

Parents

- Provide a reasonably quiet, suitable place for the completion of homework;
- Encourage their child to complete homework, praising them when it is done well;
- Be aware of deadlines and checking that work is on target to be completed;
- Sign the planner weekly;
- Keep the school informed about any issues relating to homework.