



**Carshalton High School for Girls**

# ***Homework Policy***

**Reviewed May 2016**

## **Homework Policy**

### **1. Philosophy**

- 1.1.1 Homework helps to develop good study habits, which are essential for life-long learning. It helps students to become independent learners without the need for direct supervision. By planning homework and completing it successfully students will develop good study and work routines together with the self-discipline needed in the adult world.
- 1.2 Homework extends and develops the work done in school and encourages research and experimentation. It can make use of resources not normally available in the classroom. This might include school and public libraries, computers - both in school and at home, the local environment and community, books and other materials at home and of course the knowledge and experience of parents. Homework strengthens the links between home and school and, as a result, homework that involves parents is highly effective and excellent practice.

### **2. Types of Homework Activities**

- 2.1 Homework for students in all year groups will be a variety of tasks and will cover a wide range of activities. Each task must have a clear learning objective that is related to the study programme being followed as well as offer the appropriate level of challenge for each individual student.
- 2.2 One of the important aims of homework is to give students frequent and increasing opportunities to develop and consolidate their competence as independent learners. Homework tasks should be set that demand and develop key learning attitudes: resilience, resourcefulness, reflectiveness and reciprocity.
- 2.3 Tasks will be shaped by factors like the nature of the subject, students' year group, the stage reached in the course or year and so on. Activities set might include questions, exercises, essays, research notes, graphs, maps, diagrams and imaginative accounts. Practical and problem-solving activities are often an important feature of homework. There will be times when reading is essential, both for enjoyment and creative development and for consolidating and extending what has been learned in class. Planning and preparation for future lessons or discussions will be needed, together with revision and learning for tests and examinations. Self assessment and reflection is also a valid and valuable homework task.

#### **2.4 *Longer tasks***

Some tasks may be longer and more involved pieces of work, for which careful guidance will be provided by teaching staff. They may take several weeks to complete. Formative feedback should be given as students progress on these tasks. Their responses may take different forms (presentations, posters, booklets etc.), provided that they fulfil the criteria outlined by the class teacher. Students will be provided with a written evaluation when longer pieces of work are completed in line with the Written Feedback and Assessment policy.

#### **2.5 *Shorter tasks***

Some tasks will be shorter and will have more immediate deadlines. They should usually take no more than one hour to complete and will be recorded in the student's school planner on a day by day basis. Assessment of shorter tasks **may** be conveyed in the form of written feedback but may also take other forms in line with the Marking and Assessment policy.

## 2.6 **Key Stage 3 homework tasks**

Homework at Key Stage 3 will include, but not be limited to, Independent Learning Projects (ILPs). In Years 7 and 8 students will undertake two ILPs per subject which last a maximum of five weeks. These projects will allow students to develop their resilience as independent learners as well as give them the opportunity to develop further their understanding of content covered in lessons. ILPs will give students the chance to be independent in their thoughts and limitless in their creation throughout. Students will be given clear checkpoints for their submission of work and be offered detailed Success Criteria to ensure they are given guidelines on their approach to their project. Departments that are not undertaking ILPs during each term will still set homework every other lesson but it is advised that these homeworks should last no more than 20 minutes, tasks will focus on and develop learning objectives and outcomes covered in lessons. Tasks may consolidate learning from lessons, extend learning from lessons, reflect on learning or prepare for future learning.

## 2.7 **Key Stage 4 and 5 homework tasks**

In addition to the above, homework for Key Stage 4 and 5 students will also focus on tasks relating either to preparation for exams or other assessments. It is expected that all students are provided with opportunities to practice tasks that simulate the demands of external assessment regularly through homework.

## 3. **Timing and Length of Tasks**

- 3.1 There is no formally structured timetable for homework to ensure that homework is always meaningful and to give teachers flexibility in their planning and delivery; except in the case of ILPs. To ensure that pressures on students are reasonable, deadlines should be generous and demands for tasks to be completed by the following day avoided where possible. ILPs at Key Stage 3 should contain detailed checkpoints for submission of work. This ensures that students do not have a substantial amount of work to complete in the final week of each term.
- 3.2 It is expected that subject teachers set, on average, a homework task every other lesson. This is to allow marking or other assessment and to ensure that workload is appropriate.
- 3.3 Teachers must keep a careful record of homework tasks that are set, together with deadlines, and have this information available for monitoring by their Curriculum Leader and Senior Leadership Team.
- 3.4 Shorter tasks for Key Stage 3 students should take on average 20 minutes to complete, though as students progress through the school and into Key Stage 4, tasks should become more complex and could take up to an hour or longer to complete.
- 3.5 If a longer task is ongoing, or an ILP is being undertaken, shorter tasks will not be set, but students should be reminded regularly of the deadline with reminders written in their planners. It may also be appropriate to remind students the stage of the task they should be at.
- 3.6 Time allocation for longer tasks should reflect comparable and reasonable demands on students' time. It may be helpful to structure and carefully guide students' work in longer tasks, particularly for Key Stage 3 students. If undertaking ILPs, students are expected to manage their time and organisation of the projects to ensure that they represent four weeks' worth of homework.

- 3.7 In Years 7 and 8 students should spend in total 45 – 90 minutes on homework (in line with DfE guidelines).

In Years 9, 10 and 11, homework should take between 1.5 and 2.5 hours per day.

In Years 12 and 13, homework and independent study is set accordingly. Students are expected to complete an hour of personal study for each hour spent in lessons.

#### **4. The Planning and Setting of Homework**

- 4.1 Homework must be planned as an integral part of learning. Curriculum Leaders need to manage the setting of homework within their department to ensure that there is sufficient variety of task, and that these tasks relate clearly to appropriate learning objectives. In order to promote consistency and progression homework should be planned systematically within departmental teams. For example, assignments designed as part of the planning of a subject scheme of work can help to make homework both relevant and manageable.
- 4.2 It is expected that Curriculum Leaders develop a bank of extended learning tasks which teachers can use as appropriate, thus creating a flexible approach.
- 4.3 Homework must have a clear purpose linked to learning objectives and outcomes and should be clearly noted in lesson plans when these are produced.
- 4.4 Homework should be set at the beginning or during rather than at the end of the lesson to ensure instructions can be conveyed and recorded accurately. Tasks and deadlines should be displayed in writing to ensure all students have full access. It is good practice to model a successful response and to share success criteria.
- 4.5 It is the responsibility of the class teacher to make her/himself aware of students with SEN who require instructions to be written out for them and to make appropriate provision. There are a number of strategies available to ensure SEN provision is met. Please speak to the Head of Student Support about implementing these strategies.
- 4.6 Subject teachers must check that homework has been written down accurately in planners with a clear deadline for completion. This check should be carried out in good time and not right at the end of the lesson.
- 4.7 If a longer task is ongoing, students should write down a weekly reminder of this in their planner. This is to help remind them to help make parents aware that a homework task is ongoing.
- 4.8 ILPs will be made available to parents on the school website. Curriculum Leaders should be constantly monitoring the level and amount of homework set.
- 4.9 It is the responsibility of students to make themselves aware of homework tasks set in lessons they have been absent from. To assist this, it is good practice for subject teachers to display homework tasks on the school VLE and on a record sheet of ongoing homework tasks on their classroom doors.
- 4.10 Monitoring of homework set by teachers should form part of any observation as well as Curriculum Leaders' Learning Walks throughout the year.

#### **5. The Assessment of Homework**

- 5.1 Homework must be assessed promptly and returned to students with meaningful feedback in accordance with the Written Feedback and Assessment Policy. In order to continue to

raise achievement, it is important that students receive prompt and appropriate feedback on homework they have completed. Both staff and parents have a part to play in this process. It is important that departments ensure that effective assessment and feedback is provided to all homework set.

- 5.2 Parents should be encouraged to write supportive comments both in the planners and in notes attached to particular items of work acknowledging the efforts of their children.
- 5.3 Effective assessment and feedback have always placed demands on teachers; however as a school we acknowledge that both are fundamental to helping students make progress. Thus, in drawing up their homework schedules, departments should consider the implications for the type of feedback required for each task and the practicalities of staff being able to achieve prompt and effective feedback. For example it is possible and appropriate, at times, to set tasks which do not make heavy demands on teachers. Sensible use of these types of task should be made.

## **6. Rewards and Sanctions**

- 6.1 The existing school procedures for rewarding good work and effort (Vivos) and discouraging undesirable behaviour (detentions, referral to Curriculum Leader, contacting parents etc.) will be applied with respect to homework.
- 6.2 Staff will be sensitive to students whose home circumstances make the completion of homework difficult. Such circumstances include being a young carer, looking after siblings or having weekend or after school jobs. Teachers will not however excuse them from homework responsibility and will provide where necessary extra help with strategies to manage homework.
- 6.3 It is important that the rewards and sanctions used with homework are consistently applied across the school. To achieve this, departments need to have clear policies in line with the whole school procedures. Subject Leaders need to monitor regularly the implementation of their agreed policy statements to ensure consistency within the department.
- 6.4 For Key Stage 4 and 5 classes it is useful to for subject teachers to ask students to complete a class check sheet when homework is due to be handed in. This allows students to reflect on their performance and learning and helps to identify barriers to learning. See Appendix 1.
- 6.5 Departments should use the following process as a framework to create their own sanctions policies and procedures.

As a guideline, classroom teachers must follow the following process for checks and sanctions.

### **Checks and Sanctions**

#### *Stage 1*

If a homework task is not completed to an acceptable standard or submitted on time, a reprimand and warning should be given and a short extension granted. Teachers should write a note in the student's planner to give notice of this. A record should also be made on the student's behaviour log on SIMS.

## *Stage 2*

If the homework is not handed in by the agreed extension a detention of up to 30 minutes should be given and recorded on SIMS. The student should be given written notification of the detention either in her Planner or with a SIMS printout.

If the teacher deems it appropriate, the homework task **can** be completed in this detention. If the student does not attend the detention, she should be given one further opportunity to attend before referral to Curriculum Leader detention.

## *Stage 3*

If non-completion of homework occurs regularly (more than three times), the Curriculum Leader should be informed. Parent(s)/Carer(s) should be alerted to the problem either in writing or by telephone. Curriculum Leaders should be prepared to support their subject teachers by making contact with parents if the teacher feels this would be more beneficial.

## *Stage 4*

Students can be placed on Homework report if it is deemed necessary by Curriculum and Year Leaders. If the decision is taken to place a student on report Year Leaders will make contact with parents. Homework report will monitor the submission rate and quality of homework submitted by students across all of their subjects. The monitoring of homework report will be undertaken by the form tutor. Homework report will mean mandatory attendance at Homework Club.

The following points should be noted:

- The above system does not preclude giving a detention at any time for lack of acceptable homework if the teacher thinks that this is appropriate. Unacceptable homework should be treated in the same manner as not handing in homework.
- If the homework forms any part of an external examination parents/carers must be informed as soon as a problem is apparent and the Curriculum Leader and the Year Leader informed

It is recognised that there may be 'special cases' for which the above system may be difficult, or even impossible to operate. In this case an alternative strategy may be more appropriate but this must be agreed with the Curriculum Leader and possibly the parent(s)/carer(s)

## **7. Study Support/Homework Club**

7.1 Homework support is available to all students. The Learning Resource Centre provides:

- A quiet place to work
- Access to the Internet
- Access to revision guides, texts and reference books

7.2 Many subject areas run revision clubs for Key Stage 4 and 5 students. These tend to operate after 3.00pm and are by arrangement with relevant subject staff.

7.3 Homework Clubs will run for Key Stage 4 in a designated computer room. Details of Key Stage 3 and 4 clubs will be published to tutors annually. Attendance at Homework Club will become compulsory for students who are on 'Homework Report' or Pupil Premium students who are consistently not handing in homework.

Details of all homework provision are at Appendix 2.

## **8. Learning Support**

- 8.1 All aspects of the policy apply to all students, including those with Special Educational Needs as well as More Able, Gifted and Talented students. Homework tasks should therefore be differentiated in order to accommodate individual needs and raise student achievement.

Homework could be modified through:

- Adjusting the nature of the task
- Adapting the amount of work required

- 8.2 Some students may need additional help and support with the development of the personal organisational skills that will be required for the successful completion of homework tasks. Subject teachers and the Learning Support Faculty will seek to assist in this process.

## **9. What can Parent(s)/Carer(s) do to help?**

- 9.1 Most students will complete their homework at home. Parent(s)/Carer(s) are therefore in a position to offer vital support and encouragement in this area. They are a key part of the partnership between home and school.

This can be done can by:

- Looking at presentation and spellings
- Helping to improve handwriting skills
- Checking understanding
- Listening to reading
- Practising skills and testing learning
- Providing a suitable quiet space in which their daughter can work
- Talking with their daughter about their homework, the standards they are achieving and the importance of carrying out homework tasks
- Checking deadlines and helping their daughter manage her time effectively
- Praising their daughter for successful completion of her homework
- Parents are encouraged to comment on their daughter's homework via the homework planner

- 9.2 Other things which can be helpful: visiting museums, galleries and places of interest, particularly when they are directly relevant to a topic being studied, drawing your child's attention to documentaries and current affairs programmes on television, encouraging an interest in what is going on in the news.

## **10. Where should homework be done?**

- 10.1 In some ways the use of the term "homework" is misleading. Phrases like "independent learning" or "work beyond the classroom" might be better. Although much of the work may be done at home, it is also often completed elsewhere.

- 10.2 Students may make use of time and facilities during the school day to carry out some of their tasks. The LRC is open from 7.30am to 4.00pm (including lunchtime) and expert help is on hand. At times students may benefit by using public libraries or may need to carry out surveys in the local area or town centre.

## 11. Roles and Responsibilities

### 11.1 *The School*

- Ensure that students are set homework on a regular basis and in manageable amounts
- Set tasks which are suitable and achievable within the time available
- Assess homework and give feedback to students
- Implement new technologies to help communication of homework to parents
- Invite parents to support the regular setting and completion of homework tasks

### 11.2 *The Curriculum Leader*

- Draw up a departmental homework policy in line with the school guidelines
- Monitor and evaluate the effectiveness of the departmental policy in action
- Plan homework tasks that develop a variety of appropriate skills and record such in schemes of work
- Support colleagues in the developing use of homework across the department to raise achievement
- Ensure homework is recorded routinely on FROG
- Provide appropriate feedback to Year Leaders, subject teachers, tutors and SLT

### 11.3 *The Subject Teacher*

- Set homework with clear learning objectives
- Set, record and assess homework in accordance with school and departmental policies
- Check that students are writing their homework in their planners
- Apply the sanctions and rewards policies as required by the school
- Contribute to departmental discussions, planning appropriate tasks as part of developing schemes of work

### 11.4 *The Form Tutor*

- Distribute planners to their tutor group.
- Reinforce the importance of this school document and try to ensure that they are brought to school every day.
- Monitor the number of behaviour points students are gaining due to homework.
- Check that diaries are being signed by parents/carers and that they are being used qualitatively.

### 11.5 *Role of the Year Leader*

- Supply Tutors with planners
- Advise tutors on how best to carry out their responsibilities for homework planning and co-ordination
- Evaluate and review homework planning and co-ordination across their year on a regular basis
- Liaise with Curriculum Leaders and tutors on those who should undertake Homework report
- Provide appropriate feedback to Curriculum Leaders, class teachers, tutors and the SLT

### 11.6 *Parents*

- Check and sign their daughter's planner weekly
- Provide an environment as conducive as possible to learning at home
- Support, take an interest and praise their daughter's homework

# Homework record

- GCSE
- AS Level
- A2 Level

<b>Task</b>
-------------

<b>Date due</b>
-----------------

**Write your name here and put your completed homework in the folder.**

--	--

**No homework handed in. Write your name below and explanation.**

<b>Name</b>	<b>Explanation</b>

Homework Club Provision							
Venue	Name	Time	Supervised	1:1 help from	Compulsory attendance for	Voluntary attendance for	Notes
LRC	Early Birds H/W Club	7:30am	Y	KJ	N/A	All	Silent reading allowed
LRC	Break	11:00am – 11:20	Y	None	N/A	All	
LRC	Lunchtime	13:20 – 14:05 (not Thursday)	Y	None	N/A	All	
LRC	After school	15:05 – 16:00 (15:45 Friday)	Y	None	N/A	All	
A1	KS3 H/W Club P6	15:05 – 16:00 Monday	Y	2 x LSA & 6 <sup>th</sup> Form	Top 10 concerns Years 7/8	All KS3	May visit/work in LRC accompanied by LSA or 6 <sup>th</sup> Form
Apple Mac suite	KS4 H/W Club P6	15:05 – 16:00 Thursday	Y	Teacher	Top 10 concerns Years 9/10/11	All KS4	
C Block	Learning Support lunchtime	13:20 – 14:05	Y	LSA	N/A	All	
C Block	Learning Support H/W Club	15:15 – 16:00 (not Thursday)	Y	LSA	N/A	All	
ICT Rooms		Student Free Time	N	None	N/A	All	