



# HOMework POLICY

May 2014

## 1. Aims, objectives and outcomes

This policy aims to ensure that all students are routinely given the opportunity to undertake enjoyable and excellent Homework outside lessons. Specifically, the objectives are:

- Set explicit Standards for what constitutes excellent and enjoyable Homework
- Clarify accountability for the support, management and monitoring of homework provision

The main outcomes are:

- All staff have a shared, agreed understanding of what excellent and enjoyable Homework looks like and this is clear and accessible to all students and parents.
- All students have the opportunity for excellent and enjoyable Homework
- Homework is a means of challenging students and furthering thinking and learning outside lessons without impinging on relationships with staff and/or parents.
- Homework should be of a high quality so that it enhances or continues learning from class, genuinely develops subject or generic learning skills and is accessible to all students and parents.
- Homework is manageable in terms of students being able to meet deadlines and spend an appropriate amount of time

## 2. Standards

The Standards have a dual function. Firstly, they are an explicit expression of what constitutes excellent and enjoyable Homework looks like at John Masefield High School. Secondly, they serve as criteria for making judgements about the quality of Homework through work scrutiny. Each Subject Team is required to exemplify how these standards are to be met in their specific subject area.

<b>STANDARDS for Homework</b>
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- H1** Homework is always high quality and genuinely enhances or continues learning from class OR genuinely develops subject or generic learning skills (eg literacy, numeracy, evaluative skills, wider understanding).
- H2** Homework is accessible to all students by task, by the time given for it to be undertaken and by being accessible to all students and parents out of school.
- H3** Homework is consistently set in terms of quantity and frequency relative to the subject's status within core or non core curriculum
- H4** Staff respond to homework in line with the school's assessment policy and ensure high quality homework is rewarded as well as non completion addressed.

## 3. Roles and responsibilities

**Students** are responsible for working to the best of their ability. If a student finds it difficult to complete a piece of homework it is essential that they see the teacher before the lesson it is due in so that the teacher can provide help.

**Tutors** and **Mentors** are responsible for providing guidance on managing homework and supporting students who struggle with demands.

**Teachers** are responsible for meeting Standards H1-4 and for enabling students to have the time, resources and opportunity for excellent and enjoyable Homework. Teachers are responsible for notifying parents/tutors/mentors and faculty leaders where they have a concern regarding a student's homework attainment

**Curriculum Leaders (CLs)** are responsible for ensuring that Homework is built into schemes of work (where appropriate) and for ensuring that the Homework Policy is fully implemented across the subject teaching team. CLs are required to ensure that Homework is accessible to all students and parents

**Year Progress Leaders** are responsible for monitoring consistency of homework setting and completion across a year group. They respond to parental concerns about homework where they are not subject specific. They ensure and support faculties in their attempts to secure homework quality and completion through reports, parental communication and support referrals. They also have the right to modify or suspend the homework timetable for key students or at key pressure points during the year such as examination periods.

**Senior leadership team** are responsible for timetabling homework setting/completion nights across the whole school. Through methods such as work scrutiny, student voice and parental survey they are responsible for monitoring the effectiveness of this policy.

**Parents / carers** are responsible for supporting and encouraging their child to complete all homework

#### **4 Students regularly falling short of homework requirements should:**

- 1 Be flagged up by the teacher to Faculty leader/Parents/tutor mentor/Year Progress leader
- 2 Be issued faculty sanctions
- 3 Be considered for referral to the PASS "homework club"
- 4 Be expected to catch up or re do specific tasks

Where a student has not engaged with a homework sanction, extended deadline or offer of support then the official school S2 sanction should be implemented.

#### **5 Expected timings and frequency of homework:**

Students in Years 7 and 8 besides the first half term should be set weekly homework in Maths, English, Science and MFL. They should also complete an extended learning project approximately in each half term set by either the Arts, Humanities, PSHE and Technology faculties. Homework in both Maths and English should consist of approximately one hour's work each week, with other subjects providing up to 45 minutes. A homework project should represent approximately 7 hours work.

Students in Year 9 continue with the core homework provision and complete a Humanities project. They should also be set regular homework (at least once a fortnight) in their option choice subjects

In KS3 a weekly homework may be set in subjects which do not form part of the project or core entitlement for example PSHE, Drama and ICT. Also occasionally a subject which is part of the project entitlement may feel it necessary to set a task, but this will be the exception rather than the rule.

At KS 4 all homework tasks should require 45 minutes to complete as a minimum and in the core represent up to 90 minutes. All option subjects are required to set weekly homework although this may not occur at key points of inherently "practical based" courses.

In the lead up to internal or external examination homework provision should be focused around effective preparation and revision for those examinations. It is possible for homework in subjects not facing examinations to be suspended for a short period to maximise revision time for other examinations

A homework timetable is produced by SLT each year and communicated to all stakeholders. The timetable does not require that homework is set on a specific day but does ear mark a suggested completion night. Teachers must not set homework deadlines whereby a student can not complete homework on the suggested night. The timetable is designed so homework can have a minimum of a 48 hour turn around.

## **6 Responding to homework through grading and reporting**

From September 2014 there will be a more consistent approach to the marking , classification and reporting of homework. Appendix 1 shows the 8 band grading for assessing homework. Faculties may still mark homework with achievement levels in addition to the 1-8 homework scale. In some cases homework may not be marked with any grade but simply have formative feedback. Faculties who find/feel that an 8 band classification is difficult can use the 4 colour system which is also shown on the appendix

## **7 Examples of Bad practice (where consistently the case)**

- Finishing off a task started in class especially where students are at different stages
- Unguided and unstructured test revision
- Reading a set of pages where there is no outcome or testing of that reading
- Unguided and unstructured research into a topic
- Copying up something in neat
- The creation of title pages at the start of new topics
- A task whereby students are expected simply to “bring something in”
- Tasks which are achievable through simple copy and pasting
- Homework that can ONLY be accessed through the school network or use of ICT
- Homework that is simply part of a large long term block of learning and not discrete.
- Homework which is set on different days each week for the same subject
- Homework not set because of a particular focus in class not lending itself to homework
- Homework not being set because a teacher is absent

## **8 Examples of Good practice**

- Homework which has clear parameters for example in terms of word count
- Past paper and mock exam questions
- Structured revision tasks such as create revision cards or designing tests
- Research check lists with guidance on possible resources
- The re doing of key assessments after teacher marking and suggestions
- Task booklets which layout tasks for a fixed period of time
- Tasks which mix review and pre learning of topics from across a course
- Are differentiated for students with particular needs or are low attenders
- Involve elements of choice and creativity but with clear expected outcomes
- Utilise the students home, family and community as a resource
- Homework which is set routinely on the same day each week.
- Homework which picks up on current affairs/topical issues
- Homework which promotes literacy development

Chair of Governors.....

Headteacher.....

Date signed.....

Policy Review Date: Summer 2017

**APPENDIX 1:**

	<b>STANDARD</b>	<b>PUPIL TALK</b>	<b>INDIVIDUAL PIECE MARKED</b>	<b>ON A SUMMATIVE REPORT</b>
<b>1</b>	<b>VERY POOR</b>	Regularly not doing homework	Not attempted or minimal engagement	Homework rarely completed.
<b>2</b>	<b>POOR</b>	Only doing some homework sometimes. Homework completed shows very little care and concentration	Limited attempt, difficult to mark or grade	Homework completed through intervention or sanction only.
<b>3</b>	<b>MUCH IMPROVEMENT NEEDED</b>	Rushing , copying and not finishing homework; maybe handing it in late	Significant issue with deadline, organisation and understanding of the task and its expectations.	Homework is usually attempted but shows little evidence of care, concentration and learning. Therefore it is not contributing to any progress being made.
<b>4</b>	<b>SOME IMPROVEMENT NEEDED</b>	Nearly there but something is missing in terms of care, quantity or concentration	An issue with, organisation or understanding of the task. Student possibly did not make exact deadline.	Homework could be improved either through better care, consistency and concentration could play a bigger role in achieving progress.
<b>5</b>	<b>GOOD</b>	Task is completed with no gaps, but there are obvious next steps for improvement	Meets requirements in terms of deadline, attainment and organisation. It clearly required good levels of care and concentration.	Homework demonstrates secure understanding and expected levels of care and concentration. It is therefore playing some role in maintaining progress.
<b>6</b>	<b>VERY GOOD</b>	Tasks are completed well and show clear progress. There are small next steps for improvement	Homework shows clear progress or the embedding of challenging skills/understanding. This is due to high levels of care and concentration shown.	Homework is regularly moving a student's achievement levels forward due to high levels of care concentration and independence.
<b>7</b>	<b>EXCELLENT</b>	Gone beyond personal expectations and targets. Improvement areas are minimal.	Homework includes effective review of previous work, or high levels of creativity, or initiative and originality. Otherwise it may be that difficult extension tasks have been completed.	Where possible homework realises opportunities to show skills of creativity, initiative and resilience. It is playing a significant role in the student's rate of progress. Work is consistently very good or higher.
<b>8</b>	<b>OUTSTANDING</b>	Something really out of the ordinary. Evidence of personal challenge and initiative(may only apply to some homework tasks)	With limited input from task or teacher the work shows originality in terms of research/presentation/proactivity and/or is evidence of achievement beyond the student's current level.	Homework consistently demonstrates high levels of creativity and resilience. Through review and revision or project work beyond set tasks. Homework is contributing to rapid progress. Work is consistently excellent or higher.