



## Homework Policy

This document should be read in conjunction with the school's learning and teaching and assessment policies

### **Rationale**

Well designed/set work beyond the classroom plays a valuable part in a student's education. It provides opportunities to develop study skills and independent learning. It allows students to practice, consolidate and extend their skills and understanding. It may encourage students to access and exploit resources which are not easily accessible in the course of a normal classroom lesson. It ensures that students are constantly encouraged to review their work and revise.

### **The amount, type and frequency appropriate for different groups of students**

A wide range of homework tasks are shown below. This list is not exhaustive.

- one or more exercises from a textbook or worksheet
- an essay; creative or factual
- a worksheet with guided questions
- a research activity, involving use of the internet or reference books
- an extended project designed to be completed over a number of weeks
- work to prepare for controlled assessment (Key Stage 4 and Year 9 Languages) and practice in speaking, listening (or watching a TV programme)
- reading
- learning for a test
- review of a section of work
- a practical task

Again, just as students must show progression in lessons, tasks must allow them to show progression and have clear success criteria. For every task clear deadlines and dates for completion must be set and communicated to the students.

The school will give each boy and his parents/carers a timetable for homework, which it is expected that teachers will adhere to wherever possible. The school website will also feature a as to how many homework tasks boys can expect in a two week cycle for most subjects or half-termly where an extended piece of work is involved.

From September 2015 the school will be running a pilot programme to use SIMS "Homework" module to allow teachers, students and parents to monitor the setting and completion of homework in years 7 and 8. This will be reviewed at the end of the autumn term.

### **Feedback to students**

This will take place as quickly as possible but a maximum of two weeks after the work is handed in. Students must know the levels they have attained where appropriate and work which is of an unacceptable standard must be returned for completion to an acceptable level.

Students should also be aware of the progress made and be given specific advice on how they can improve further. It should be remembered that progress will be measured

### **Differentiation and support for SEN/D students**

Many SEN/D students (and others who are not on the register) face genuine difficulties in understanding the tasks set for them and in, many cases, completing their work. Departments must work with the SEN/D team on ensuring that tasks and materials are appropriately differentiated and that students genuinely understand the demands of tasks asked of them and are given appropriate support to complete them.

### **Monitoring of Homework**

- All **students** receive a School Planner at the start of each academic year in which all homework/coursework should be recorded. In addition to this, Y7 and Y8 teachers will use SIMS “Homework” to record and monitor completion. Parents will also be able to track homework.
- Planners should be signed by **parents** at the end of each week to indicate that they are aware of the homework that has been set. We ask parents to look at their sons’ books on a regular basis and make a note in the planner if they are concerned.
- **Form Tutors** will check and sign planners regularly once a week, to ensure that all students are recording homework. They will raise any concerns with the Head of Year, following their own, first intervention.
- **Subject Teachers** will set homework regularly, it must be reiterated that homework can be set at any time in a lesson, not necessarily the end.  
They are responsible for setting homework that reflects the learning objectives of the Scheme of Work and lesson or set of lessons to which it is relevant and that is accessible to all students in the class. More able students should be expected to complete different or extension tasks. Homework should not be to merely complete classwork from lessons.
- **Students** are expected to write down all their homework in planners, which must be taken to all lessons. They are expected to complete homework by the deadline set by the teacher and to seek help or advice if they have any problems before the deadline.

It will be the expectation of each student to complete all tasks set by the deadlines set by their teachers. Furthermore all staff will be expected to record the satisfactory completion of tasks promptly and take sanctions for non-completion. Failure by students to complete homework will invoke the sanctions detailed in the appendix.

### **Roles of middle/senior managers**

- **Heads of Year** will monitor the setting and recording of homework by making periodic checks on a sample of planners and monitoring referrals received for homework. They will inform SLT as appropriate for any patterns they may detect in non-completion or non-setting of ELH.
- **Heads of Faculty** will monitor homework across their subject areas to ensure that there is consistency, both in the frequency and nature of the tasks set by staff across their departments and in the feedback given to the students. They will ensure that homework is built into Schemes of Work and the department’s assessment scheme (see Assessment policy). They will have robust

systems in place to ensure the setting and marking of tasks according to the policy and bring to the attention of their Senior Leadership Team any concerns they have about staff or students. They will ensure that all students/parents are given at the start of term a description of the expectations of the department for tasks.

- **Senior Leadership Team** will construct and review the homework policy, including timetables where appropriate, and monitoring strategies. They will ensure that HoDs include ELH tasks in schemes of work and have robust systems in place to monitor setting and completion of tasks.

### **Summary**

- All departments will set homework policies detailing the content, frequency and expectations of tasks. This will be communicated to all parents and students at the start of every year via the curriculum guides for each year group and the school website. Whilst teachers must be able to set homework to match their classes' needs, it must be recognised that consistency of approach is paramount.
- The SEN/D department will work with departments and individual teachers to ensure that the tasks set are suitably differentiated and accessible to all students.
- All staff must adhere to the sanctions agreed for non-completion. Middle and senior leaders must support teaching staff as appropriate, according to the consequences ladder.
- The school will provide a regular homework club and run it to allow students who cannot work easily outside of school to complete homework with appropriate support and as part of the sanction process for those who do not complete their work.

P Lee  
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## Appendix 1- Sanctions Ladder for non-completion of homework:

- **1st offence: SIMS level 1.** Verbal warning (not logged on SIMS but recorded in mark book) and chance to complete by following day.
- **2<sup>nd</sup> offence → SIMS level 2.** See teacher after lesson (break, lunch or end of school) 20-30 minutes at teacher's discretion. Complete and hand in by following day ( or reasonable new deadline set by class teacher )
- **Subsequent offences → SIMS level 3** - 'persistent failure to complete homework'
  - **Student** to be paced in daily detention. **Teacher** to attend detention to ensure that student has materials, books etc. required to complete homework.
- **Failure to comply with the above and homework completion is still a problem :**
  - Removal of lunchtime privileges ( KS4 )
  - Senior staff detention (2 hours).
  - Or 'pay-back' day e.g. come in on Progress Review day /INSET Days/Saturday Mornings

## Appendix 2 – Subject Homework Statements

In the table below, a brief outline for the range and frequency of homework tasks is shown:

Key Stage 3 (Years 7, 8, 9)

Subject	Frequency	Nature of Homework
English	1 per week	<p>In Year 7, your son may be asked to:</p> <ul style="list-style-type: none"> <li>• write a playscript, a poem, a letter, a set of stage directions or a director's notes for an actor, a description, a recipe, a character analysis. Sometimes he will be asked to improve a piece of writing done in class, and this may include checking the spelling, punctuation and presentation. In the spring term one of the most important homework assignments is set over two weeks and involves writing as the character of Hamlet.</li> <li>• read a section of a story, or an article.</li> <li>• talk and to listen (for example, to interview a parent or grandparent, listen to an older person talk about something from their past).</li> <li>• bring in an item for discussion or writing - for example a photograph, a book, a souvenir.</li> </ul> <p>Please encourage your son to read as much as possible. It is also helpful if you can read your son's written work and discuss it with him.</p> <p>In Year 8, your son may be asked to:</p> <ul style="list-style-type: none"> <li>• write a poem, a letter, a description, a 'missing chapter', a character analysis, a thought-track or a report. Sometimes he will be asked to improve a piece of writing done in class, and this may include checking the spelling, punctuation and presentation. In the spring term one of the most important homework assignments is an essay, with analysed evidence, on the class novel.</li> <li>• read a section of a story, or an article.</li> <li>• make a drawing or other visual representation of an idea.</li> <li>• talk and to listen (for example, to interview a relative or friend and take notes on the conversation).</li> <li>• bring in an object or text for discussion.</li> </ul> <p>Please encourage your son to read as much as possible. It is also helpful if you can read your son's written work and discuss it with him. Sometimes your son may be allowed to word process a piece of writing (though we very rarely set written work where this is necessary and his teacher should be consulted first). If a student does type his work, he must email it to his class teacher or bring a copy with</p>

		<p>him on the day the homework is due.</p> <p>In Year 9 your son may be asked to:</p> <ul style="list-style-type: none"> <li>• write a poem about cultural experiences, a letter to an editor, a fictitious journal entry, a letter to an author, an essay or an argument, or devise a plan for a future written task. In Year 9 one of the most important tasks is to closely annotate a section of Othello as preparation for the end of unit assessment</li> <li>• read a range of fiction and non-fiction texts linked to the topics studied in class.</li> <li>• talk and listen (for example, to survey a target audience about a new idea)</li> </ul> <p>Please encourage your son to read as much as possible. In Year 9 we would expect that to include reading of articles in quality newspapers. It is also helpful if you can read your son's written work and discuss it with him.</p>
Mathematics	1 per week	<p>Week A – Work from problem sheet</p> <p>Week B – Exercises from “My Maths”</p>
Modern Languages	1 per week per language	<ul style="list-style-type: none"> <li>• vocabulary learning</li> <li>• grammar exercises</li> <li>• reading tasks</li> <li>• writing tasks with clear S.C (and word limit)</li> <li>• re-drafting of work</li> <li>• online tasks – e.g. my.alfiecloud.com (reading and listening) or conjuguemos (where results can be accessed by the teacher)</li> <li>• research of cultural aspects (in T.L or in English depending on levels)</li> <li>• preparing presentations to do in class</li> <li>• native speakers given different tasks e.g. preparation of presentation on something about their country/culture for others</li> <li>• background on literature / film</li> </ul>
Science	<p>Y7/8 1 per week</p> <p>Y9 2 per week</p>	<p>Homework in Science lessons will be set in a variety of ways. A significant amount of homework at will be set via online homework packages (doddle and active learn), but there will also be research tasks set in preparation for lessons or controlled assessment in addition to tasks that require students to demonstrate their understanding from lessons.</p>

Design Technology	1 per fortnight	Ongoing project work.
Computing	1 per fortnight	Students will receive homework tasks which will generally need to be completed by the following lesson. If the task involves a computer they will be allowed access to computers during the first half of each lunch time. There is also computer access available on some evenings after school. The timing of the homework will depend on the teacher and the unit being taught.
History	1 per fortnight	KS3: Homework will include both writing and creative tasks to extend the learning from lessons.
Geography	1 per fortnight	<b>KS3</b> - 1 per week designed to last up to 30 minutes on average; occasionally one task may be set over 2 weeks. <b>Homework</b> in Geography will take a variety of forms: many will require students to directly demonstrate their learning in the previous lesson(s), other will be research tasks to extend students knowledge and understanding; while at KS4 past exam paper question practice will be set on a regular basis. Tasks will relate to specific geographical skills; knowledge about place; and understanding of geographical processes and patterns.
Religious Studies	1 per fortnight	KS3: Homework will include both writing and creative tasks to extend the learning from lessons.  KS4: Once per week. Homework will include mock exam questions and writing tasks to extend the learning from lessons.
Art	1 per half term.	Homework in Art is set once per half term, pupils are expected to spend approximately two hours on each homework as the homework is project-based. Examples of homework at KS3 include research projects and tasks directly linked to the scheme of work in class.
Music	1 per fortnight	1 Listening exercise to be completed at home.

## Key Stage 4 (Years 10 & 11)

Subject	Frequency	Nature of Homework
English	1 Per week	<p>In Years 10 and 11, students' classwork and homework are very closely linked in preparation for the GCSEs. Students are set deadlines for individual assignments in Year 11 (2015-16), including drafting coursework tasks or a short speech, planning for the literature controlled assessments, annotating a poem, collating character or theme trackers, investigating contexts to texts. There will also be timed written essays to complete and plan for essays to be written in class.</p> <p>In Year 10 (2015-16), students' classwork and homework are very closely linked in preparation for the GCSE courses. This may involve reading poems relating to the selection studied in school, researching contextual factors that have shaped the texts studied, writing parts of essays or whole short essays, collating notes, watching a short piece of footage. Because of the format of the new GCSEs, students will also need to do homework tasks that involve learning quotations.</p>
Mathematics	1 per week	<p>Week A – Work from problem sheet</p> <p>Week B – Exercises from “My Maths”</p>
Modern Languages	1 per week	<ul style="list-style-type: none"> <li>• vocabulary learning</li> <li>• grammar exercises</li> <li>• reading tasks</li> <li>• writing tasks with clear S.C (and word limit)</li> <li>• re-drafting of work</li> <li>• online tasks – e.g. <a href="http://my.alfiecloud.com">my.alfiecloud.com</a> (reading and listening) or <a href="http://conjuguemos.com">conjuguemos</a> (where results can be accessed by the teacher)</li> <li>• research of cultural aspects (in T.L or in English depending on levels)</li> <li>• preparing presentations to do in class</li> <li>• native speakers given different tasks e.g. preparation of presentation on something about their country/culture for others</li> <li>• background on literature / film</li> </ul>
Science	1 per week	Homework in Science lessons will be set in a variety of ways. A significant amount of homework at will be set via online homework packages (doodle and active learn), but



		there will also be research tasks set in preparation for lessons or controlled assessment in addition to tasks that require students to demonstrate their understanding from lessons.
Design Technology	1 per fortnight	Ongoing project work.
Computing		<p>Year 10</p> <p>Students will be set homework on the Friday of the week which will be due the following lesson. Some homework will be set from the homework booklet (which the students have). Some homework tasks will involve the revision book (which the students have).</p> <p>Year 11</p> <p>Students will be set homework on the Friday of the week which will be due the following lesson. Some homework will be set from the homework booklet (which the students have). Some homework tasks will involve the revision book (which the students have).</p>
History	Once per week	<p>.</p> <p>Homework will include mock exam questions and writing tasks to extend the learning from lessons.</p>
Geography	- 1 per week designed to last 30-40 minutes on average.	<b>Homework</b> in Geography will take a variety of forms: many will require students to directly demonstrate their learning in the previous lesson(s), other will be research tasks to extend students knowledge and understanding; while at KS4 past exam paper question practice will be set on a regular basis. Tasks will relate to specific geographical skills; knowledge about place; and understanding of geographical processes and patterns.
Travel & Tourism		Homework is on-going within Travel and Tourism, due to the nature of the course. Pupils are expected to carry out on-going pieces of coursework and work on these at home. In some weeks specific activities will be set to aid progress. When teaching the exam units pupils are required to complete exam questions each week.
Religious Studies		
Drama	1 Per Week	<p>Years 10 and 11</p> <p>Homework is set every fortnight and it might include:</p> <ul style="list-style-type: none"> <li>• reading a script</li> <li>• learning lines</li> </ul>

		<ul style="list-style-type: none"> <li>• writing a short script</li> <li>• annotating a script</li> <li>• writing a review or an account of work done in class</li> <li>• making notes in preparation for controlled assessment</li> <li>• bringing something in to school</li> <li>• research</li> <li>• thinking</li> <li>• attending a rehearsal or controlled assessment activity after school</li> </ul>
Art		GCSE Art Homework is set every two weeks and supports the portfolio unit worth 60% of the overall grade. Homework tasks can consist of artist research tasks, developing drawing skills, independent photoshoot activities and sketchbook development.
Music	1 Per Week	1 Listening exercise to be completed at home.
GCSE PE		