



Hanson Policy for School Staff

Homework Policy

Approved by the governing body on:

Updated Feb 2020 – AWAITING APPROVAL

To be reviewed on:

Next Governor's Meeting

Signed on behalf of the governing body:

1. Rationale

This policy statement has been produced to provide a coherent framework from which all departments can develop a consistent and effective approach to homework for pupils of all ages and levels of ability.

Homework is seen as one of the principle ways in which pupil achievement can be raised.

The benefits of doing homework must be instilled at an early age in all pupils, so that independent home study becomes routine. The aim of this policy document is therefore to:

- enable pupils to understand that independent learning is vital to achieving success
- give every pupil the opportunity to fulfil their potential
- instil in all pupils the importance of life-long learning
- provide training for students in planning & organising time
- promote a responsibility for learning within each pupil

For homework to be effective it has to be stimulating and challenging whilst being supported through the quality of the teaching and learning occurring in a classroom. It is on this basis that this policy should not be seen in isolation but as part of the teaching and learning within Hanson Academy. This policy and the teaching and learning strategies in place, contribute to raising attainment and the quality of the educational experience we provide to pupils and parents.

2. Purposes of Homework

There are various reasons for setting homework, examples of which are:

- to encourage and develop self-discipline, study habits and a range of skills in planning and organising time
- to allow reinforcing, extending and consolidation of work undertaken in class
- to give pupils experience of working on their own, and to develop in pupils a sense of responsibility and commitment to their own learning
- to involve parents/carers as partners in education
- to prepare for test/examinations
- to further challenge and extend gifted and talented children
- to provide focused and sustained support for less able pupils

3. Principles Underlying the Homework Policy

The setting and completion of homework is about the 3Cs:

- **Consistency:** homework should be set on a regular basis and in accordance with the homework timetable (see below)
- **Challenge:** homework should be varied, challenging and augment the learning of the students
- **Compliance:** homework should be differentiated so that it undertaken by all students

4. Types of Homework

Practice exercises – providing students with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills, including:

- consolidation exercise e.g. maths, including memorisation of tables
- practising for mastery e.g. spelling words
- revising information about a current topic
- practising words or phrases learned in a language other than English
- reading for pleasure
- essay writing

Preparatory homework – providing opportunities for students to gain background information on a unit of study so that they are better prepared for future lessons, including:

- Background reading
- Reading e.g. English text for class discussion
- Researching topics for a class unit of work
- Collecting items e.g. geometric shapes

Extension assignments – encouraging students to pursue knowledge individually and imaginatively, including the following:

- writing e.g. a book review
- making or designing something e.g. an artwork
- investigations e.g. science, social science
- researching e.g. history, local news
- information and retrieval skills e.g. using a home computer to find material on the internet
- monitoring e.g. advertising in particular newspapers

5. School Practice and guidance

N.B: Within Hanson, departments should have regard for equity issues when setting homework that relies upon the use of technology. Students who do not have access to such technology at home should not be disadvantaged.

Departments

- Departments should include within their departmental handbooks, brief statements of departmental homework policy, based on whole school principles and practice.
- Departments must plan, prepare and implement realistic and manageable programmes of homework, in accordance with the homework timetable (see below)

Subject Leaders

The Subject Leader must ensure that:

- the whole school homework policy is embedded firmly in departmental provision regular monitoring and review of departmental provision takes place
- the teachers keep up to date records of assessment and homework completed
- the teachers mark all homework, feedback effectively and follow up on missing homework
- all teachers must use Show My Homework to communicate homework with students and parents

Teachers

All teachers must ensure that:

- Homework is set in accordance with the existing homework timetable (see below)
- All teachers must use Show My Homework to communicate homework with students and parents
- All homework is written/displayed on the board when being set
- All homework is set near the start of the lesson and should be related to the success criteria for that lesson or success criteria linked to future learning
- Students should write their homework in their already open planners. Teacher should circulate to check it is being written down or check as students leave the classroom
- All homework should be logged (what it was and when it was set) and a copy of the log regularly updated and retained in the teacher file. This can be a component of the mark-book or a separate sheet
- When undertaken by the student, homework should be dated and indicated with a (highlighted) yellow line through the title
- Homework must be accessible and should be differentiated in order to meet the needs of all students
- The setting of homework and the completion of homework will now be specifically referenced in the observation proforma and the related feedback.
- Non completion of homework should be cross-referenced to the intervention strategies listed in the teacher pack
- All homework is collected, marked and appropriate feedback is provided

6. The Role of Parents/Carers

See **Appendix A** for information and a handout written for all parents/carers.

7. The Role of Pupils

- At every stage, pupils should be encouraged to recognise the value of homework and made fully aware of its capacity to improve learning.
- Pupils are responsible for completion of homework to the best of their ability and on time.
- Pupil should be encouraged to plan their programmes of study, to ensure that their workload is as evenly spread as possible.
- Pupils should be encouraged to seek appropriate support to ensure that they are able to complete tasks set for homework.
- Pupils must record all homework tasks in their planner.

8. Monitoring and Completion

Any system to ensure the completion of homework must ultimately involve working in partnership with parents/carers and the pupils involved. The following system should be used to ensure a consistency of approach across all departments:

- **Wave 1 Intervention:** In the first instance, it is the responsibility of the teacher to deal with the non-completion of homework. The sanctions listed in the wave 1 section of the departmental intervention sheet should be applied in order to reprimand the student for homework not being completed by the designated date or being of the requisite standard
- **Wave 2 Intervention:** Only when all appropriate wave 1 sanctions have been exhausted should subject leaders become involved. The sanctions listed in the wave 2 section of the departmental intervention sheet should be applied to bring about a completion of all outstanding homework.
- **Wave 3 Intervention:** Only when all appropriate wave 1 and wave 2 sanctions have been exhausted should ELT and SLT become involved. The sanctions listed in the wave 3 section of the departmental intervention sheet should be applied to bring about a completion of all outstanding homework plus modify the approach and attitude of the student.

YEAR 7

Homework in the core subjects of English, Maths, Science and Languages will be set weekly from the beginning of the year. History, Geography & Technology are introduced after October half term. After Christmas all subjects set weekly homework. Students will be expected to write these subjects into their journals for the entire year, so they know what homework is expected and on which day it is to be set.

YEAR 7 Homework timetable up to Christmas					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Band 7:1	English		Science		Maths
Band 7:X	English		Science		Maths
Band 7:2	Maths		Science		English
Band 7:Y	Maths		Science		English
Languages to be set on the day of the lesson					

YEAR 7 Homework timetable after Christmas					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Band 7:1	English		Science	Technology	Maths
Band 7:X	English		Science Technology		Maths
Band 7:2	Maths	Technology	Science		English
Band 7:Y	Maths	Technology	Science		English
Homework set on day of lesson (weekly) Art, Computing, RS, Music, History & Geography					

YEAR 8

Homework will be set weekly from the beginning of the year. Students will be expected to write these subjects into their journals for the entire year so they know what homework is expected and on which day it is to be set. Students should be forewarned that additional homework will be set if it is appropriate to do so.

YEAR 8 From September					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Band 8:1	Science	Technology	Maths		English MFL
Band 8:X	Science	Technology	Maths	MFL	English
Band 8:2	Science Technology		Maths MFL		English
Band 8:Y	Science	Technology	Maths	MFL	English
Homework set on day of lesson (weekly) Linear Block 1: History, Geography, Computer Studies and RS Linear Block 2: Art, Music and Drama					

YEAR 9

Homework will be set twice a week in Core subjects and weekly in option subjects from the beginning of the year. Students will be expected to write these subjects into their journals for the entire year, so they know what homework is expected and on which day it is to be set. **Students should be told that additional homework will be set if it is appropriate to do so.**

YEAR 9 From September					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Band 9:1	English Science	Maths Option C	Science Option A	Maths English	Option B
Band 9:2	English Science	Maths Option C	Science Option A	Maths English	Option B
Band 9:3	English Science	Maths Option C	Science Option A	Maths English	Option B
Band 9:4	English Science	Maths	Science Option A	Maths English	Option B
RS set on the day of the lesson (fortnightly)					

YEAR 10

Homework will be set twice a week in Core subjects and weekly in option subjects from the beginning of the year. Students will be expected to write these subjects into their journals for the entire year so they know what homework is expected and on which day it is to be set. **Students should be told that additional homework will be set if it is appropriate to do so.**

YEAR 10 From September					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Band 10:1	Maths Science	English Option A	Maths Science	English Option C	Option B
Band 10:2	Maths Science	English Option A	Maths Science	English Option C	Option B
Band 10:3	Maths Science	English Option A	Maths Science	English Option C	Option B
Band 10:4	Maths Science	English Option A	Maths Science	English	Option B
RS set on the day of the lesson (fortnightly)					

YEAR 11

Homework will be set twice a week in Core subjects and weekly in option subjects from the beginning of the year. Students will be expected to write these subjects into their journals for the entire year so they know what homework is expected and on which day it is to be set. **Students should be told that additional homework will be set if it is appropriate to do so.**

YEAR 11 From September					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Band 11:1	Maths English	Science Option A	Option B	Maths English	Science Option C
Band 11:2	Maths English	Science Option A	Option B	Maths English	Science Option C
Band 11:X	Maths English	Science Option A	Option B	Maths English	Science
Band 11:Y (College)	Maths English	Science Option A	College Option	Maths English	Science

Appendix A

Checklist for Helping Your Child with Homework

Show you think Education and Homework are important:

- set a regular time every day for homework
- check SMHW regularly and monitor your child's homework
- ensure your child has paper, books, pencils and other things needed to do assignments
- set a good example by reading and writing yourself
- stay in touch with your child's teacher

Monitor assignments:

- Do you know what your child's homework assignments are? How long should they take?
- Do you know how the teacher wants you to be involved?
- Do you see that assignments are started and completed?
- Do you read the teacher's comments on assignments that are returned?
- Is TV viewing cutting into your child's homework time?
- Do you check your child's homework diary on a regular basis?

Provide guidance:

- understand and respect your child's style of learning
- does your child work better alone or with someone else? Does your child learn best when he/she can see things, hear them, or handle them?
- help your child to get organised. Does your child need a calendar or assignment book or a bag for books and a folder for papers?
- encourage your child to develop good study habits (e.g. scheduling enough time for big assignments; making up practice tests)
- do you talk with your child about homework assignments? Does she understand them?
- do you and your child talk about plagiarism and its consequences

Talk with someone at school when problems come up:

- if a problem comes up, do you contact the teacher?
- do you cooperate with the teacher/subject leader/Pastoral Team and your child to work out a plan and schedule to fix homework problems?

Appendix B

Principles underlying the homework policy

- Students must take full responsibility for their homework and should be supported by their parents/carers.
- Homework should be issued in appropriate quantities, and completion dates should be both clear and reasonable, taking account of home environment and extra-curricular activities of pupils, including family and cultural obligations.
- Homework should be a carefully planned and an integral part of coursework. It should not be seen as an “add-on” or a dispensable extra.
- Homework should match the needs and abilities of pupils.
- Homework should promote opportunities for consolidation and extension.
- Homework is related to current work and where possible is stimulating and challenging.
- Pupils should be adequately prepared for the completion of tasks set i.e. they are not to complete homework where the topic has not been covered in class.
- Homework should not be restricted to certain subject areas. It should reflect the breadth and balance of the curriculum.