



Endon High School Homework Policy

Principles

It is generally agreed both by practitioners and through research that homework forms an important part of the learning process and that, where homework is designed to complement classwork and is integral to a programme of study, achievement is raised.

Through undertaking homework, pupils learn how to work independently, how to apply key study skills, how to meet deadlines and time constraints and how to practise skills which cannot easily be developed within a classroom situation. They become active partners in the learning process and begin to take responsibility for their own learning.

They require a suitable environment in which to carry out homework tasks, and the school is aware that this may sometimes be a problem for certain individuals.

The school expects parents to be fully supportive of its homework policy, recognising that parents are instrumental in any success. Parents, as much as their children, need to understand why homework is set, how much can be expected, that it will be marked/assessed appropriately and promptly and that rewards and sanctions will be applied consistently by all staff in the implementation of the homework policy. However, parents need also to recognise their own responsibility in encouraging their child, in monitoring that homework is completed and in supporting the school in its application of rewards and sanctions.

Successful use of homework requires time to be spent by the teacher in planning and preparing homework tasks so that they are meaningful and accessible to pupils of all abilities. This planning is better done by teams where possible rather than individuals. There is an ongoing time and training need involved in the development of successful homework practice.

Homework tasks need resourcing, and the school management should endeavour to provide sufficient funding for appropriate resources. SLT should identify clearly what their needs are for homework; DTLs need to identify resourcing implications, indicating how and where these fit into the scheme of work and identifying where possible how achievement might be raised through the activity/task to be resourced.

Aims

- 1 To encourage pupils to develop the skills, confidence and motivation to work effectively on their own.
- 2 To consolidate skills and understanding developed in the classroom.
- 3 To extend and challenge pupils of all abilities.
- 4 To complete coursework tasks.
- 5 To encourage the development of self-discipline and time-management.
- 6 To enhance the pupil/parent/school partnership through clear communication and involvement of all parties in the learning process.
- 7 To provide opportunities for activities and tasks which may not be appropriate to the classroom situation.

- 8 To offer opportunities for success, reward and celebration.

Practice

- 1 Every pupil receives a homework timetable setting out clearly the amount of homework and the subjects involved on each day of the week.

Every KS4 student additionally receives a GCSE coursework programme.

Pupils in Years 7, 8 and 9 are given shorter tasks than those in older Year groups. In general, at Key Stage 3 pupils are expected to spend **up to** 30 minutes on each subject set, with perhaps two subjects per evening. However, it is not always appropriate or useful for a homework to be set on a given day, and teachers will use their professional discretion, occasionally setting no homework. Homeworks which do not contribute to learning and which are set simply to fulfil the homework requirement are discouraged.

At Key Stage 4, the nature of the work in different subjects varies considerably - in some subjects regular short tasks are appropriate, whereas in others a sustained and time-consuming longer assignment or piece of coursework may be required, spanning several weeks. Pupils should note this in their planner nonetheless so that parents are aware that the homework task is continuing over a period of weeks. Individual departmental homework expectations are laid out clearly in documentation which goes home to parents.

- 2 Departments plan a range of tasks/activities appropriate for homework as an integral part of the scheme of work.

Such tasks might include:

investigations; research; reading; drawing; drafting; revision; essay writing; report writing; simple experiments; designing; public library visit; interviewing; projects; word processing/desk top publishing; making a model.

They are planned to complement the classroom learning.

The school ensures that parents are made aware of the **range** of valid homework tasks, through publicity in the KS4 Options Booklets, the newsletter, the Prospectus, the web-site, etc.

- 3 Every pupil receives a Student Planner in which he/she writes down homework tasks and deadlines for completion. If there is no homework set in a subject on its allocated day, this too is noted in the Planner (as "No homework set"). Teachers remind pupils to use their Planner at the appropriate time, and where possible check on specific "offenders". The Planner is checked weekly by parents and by tutors (more frequently for poor performers).
- 4 Teachers apply sanctions consistently and appropriately for non-completion or late submission of homework, according to whole school guidelines, whilst still being flexible enough to accommodate specific situations and individuals (*see Appendix A*).
- 5 Teachers reward excellence and effort in homeworks by implementing the Endon High School Rewards system, awarding House-points, certificates and prizes as acknowledgement of progress and achievement.
- 6 The school gives parents details, at least annually, on the course content for each subject within each year, with advice and information on how parents might support their child in his/her home study (this could be through the "Course Booklet", the "KS4 Options booklets" booklet, through individual departmental communications, through the monthly newsletter etc.).
- 7 The school offers provision in school for those who do not have an appropriate environment or support at home for independent study, and for those who prefer to undertake work in school. This

may be offered within departments on a subject basis, or as a whole-school initiative using the library and Computer Room 1 as an after-school study centre, with appropriate resources and staffing.

- 8 Parents are encouraged to provide a suitable environment for their child to undertake study at home, and to monitor the completion of homework tasks.
- 9 Subject teachers provide differentiated tasks for pupils of different abilities, where appropriate.
- 10 Subject teachers mark homework, record marks and give feedback according to the school marking, assessment, recording and reporting (MARR) policy, written or verbal, on the standard achieved, and advice for future improvement.
- 11 The SLT monitor the practice, with Progress Managers checking pupil planners regularly and DTLs checking departmental practice through regular discussion, and occasional checking of mark-books and/or written work/coursework.
- 12 This policy is reviewed annually by the SLT and Governors and amended/alterd in the light of evaluation of practice.

Reviewed by Governors: May 2015

To be reviewed every 3 years – next review May 2018

Appendix A

The school has agreed a whole-school approach to sanctions for non-completion of homework:

1. Pupils who fail to produce homework should be asked to complete the homework for a later date or at lunchtime with the teacher recording a suitable mark to indicate that the work was submitted late. (& on the lesson register) A suitable comment should be also made in the pupils planner to indicate to parents that the homework was completed late.
2. If a second homework is submitted late then the staff member should bring this to the attention of their DTL and also the pupils form tutor who could use this information when discussing progress with pupils in their learning conversation.
3. If the handing in of homework on time is becoming a pattern then the staff member should make contact with parents either using a department standard letter or verbally over the phone or face to face meetings. The DTL and progress manager should be made aware of this communication.;
4. If the completion of homework or the late handing in of homework continues to be an issue then further sanctions involving the pupils progress manager should be considered including Official Detention and compulsory attendance at the Endzone Homework Club..