



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. (Hattie 2003)

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 where appropriate
- 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.
9. To utilise the school VLE in order to communicate homework tasks and where necessary marks with parents and carers

Practice

- 1 Departments are given a homework allocation at the beginning of the year which sets out the quantity of homework that is expected for that subject with its curriculum allocation.

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 KS3, homework will not generally be set for completion during school holiday periods, unless it is an important task, eg revision towards an assessment. If a child is ill, they will only be expected to catch up with essential tasks, with extended deadlines which will be negotiated with the teacher.

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. Homework tasks are set on the school VLE (FireFly and Kerboodle) which can also be used to collect the completed homework back in. Students are encouraged to download the appropriate application onto their phones so that homework messages can be retrieved when necessary. Parents can also access the homework tasks that have been set using the parents version of the same application. Individual departmental homework expectations are laid out clearly in documentation which goes home to parents. At KS4, it is an expectation that students will catch up on missed work and homework, which may involve completing tasks during school holiday periods, with deadlines set in negotiation with the teacher.

- 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; 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 and the school website.

- 3 Every pupil receives a school planner in which he/she can write a brief note as a prompt to check FireFly or Kerboodle for the homework tasks and deadlines for completion. Teachers remind pupils to use FireFly at the appropriate time, and where possible check on students who are not accessing the VLE and completing homework.
- 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 behaviour for learning system by awarding achievement points or conversely by awarding behaviour points for non completion of homework. Departments may also ask students to complete homework at their convenience due to its importance.
- 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;" "Progress Day" or through specifically organised evening such as the "Core Subjects Evening."
- 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 LRC and Computer Room C1 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 will prepare differentiated homework for students who would not otherwise be able to access the class homework set.
- 10 Subject teachers mark homework, record marks and give feedback according to the school marking, assessment, recording and reporting (MARR) policy.
- 11 The whole school leadership team monitor the quality of the homework set and the number of students who complete homework to the required standard. Students who fail to produce homework on a regular basis will face the possibility of an after school detention.
- 12 This policy is reviewed annually by the Leadership Team and Governors so that any amendments or alterations can be made in light of current practice.

Reviewed by Governors: May 2018
To be reviewed every 3 years – next review May 2021

Appendix A

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

1. Pupils who fail to produce homework will be recorded through lesson monitor as having at least 1 behaviour point with an expectation that it is completed for a later date. This could be during break or lunch. A suitable message from subject staff may also be communicated to parents via FireFly or through planners.
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 conversations at form time.
3. If students persistently fail to complete homework or regularly hand homework in late and thus face after school detentions on a regular basis, the Progress Manager will make contact with parents and invite them into school in order to investigate the root causes of the lack of completed homework. This may mean better established routines with their son or daughter or it may mean more involvement in the EndZone activities, such as having computer access to the or access to the homework club in the LRC.