



HOMWORK POLICY

Introduction:

Regular and relevant homework plays a vital role with regard to developing an independent approach to learning within our students and in raising achievement. With this in mind all teaching staff will be required to provide their students with a weekly/fortnightly (dependent on the subject/curriculum area – see appendix 1) homework task or experience for the duration of the academic year.

Many staff will already be setting and monitoring homework rigorously, this approach is simply a way of formalising the process and ensuring consistency for students in Years 7 - 13.

Procedure and use of the Frog VLE:

- **All schemes of work will be expected to have a homework section** which may be accessed by students and parent/carers through the Frog VLE.
- Homework should be given to students on a weekly/fortnightly basis (dependent on the subject/curriculum area – see appendix 1) and should, wherever possible, be set on the first timetabled period of the week for Key Stage 3 and 4 classes. In Key Stage 5 teachers will agree a regular day each week on which they will set homework. Explicit reference to homework must be made at some point during the lesson, the first five minutes or last five minutes of the lesson generally being the most appropriate. Students will then have a seven day window to complete the work set (unless this is a long term project or task – in which case a clear and realistic deadline should be set) and either hand in the work for marking or submit it on the VLE.
- Once work has been marked/graded this should be recorded via the VLE or on a whole class spread sheet/SIMs tracker which should be **monitored by the CL and SLT line manager as part of line meetings** and through the Middle Leader Monitoring Framework.
- Teachers should then provide students with relevant feedback on any work submitted as soon as possible, **but preferably within 7 days of the hand in date.**
- The homework task/experience may include any of the following:

1. Specific written tasks – e.g. an essay
2. Completion of past examination papers – either specific sections or the paper in its entirety
3. Completion of worksheets
4. Completion of coursework/sections of coursework
5. A project/part of a project
6. Revision for examinations/tests
7. Set reading
8. Relevant research
9. The learning of relevant key words and their meaning
10. Extended reading/research and re-writing notes.

Amount of Homework

When homework is set, it should be on the principle that concentrating on the intrinsic value of homework is more important than focusing on the precise amount of time spent on it. However, it is suggested that at:

- Key Stage 5 students should complete a minimum of five hours per week for each A Level subject they study and ten hours per week for each BTEC course.
- Key Stage 4 students should spend a minimum of 60 minutes per week per subject completing homework.
- Key Stage 3 students should spend a minimum of 30 minutes per week/fortnight per subject completing homework.
- Note that curriculum leaders and members of the Academy Homework Team will check/monitor the setting of homework via the Frog VLE on a weekly basis.
- Parents/carers are also encouraged to check/ monitor the homework set for their children via the Frog VLE on a weekly basis.

Rewards, Sanctions and Support

Homework tasks and deadlines will be recorded on the Frog VLE.

All students are expected to complete homework to an acceptable standard and by the agreed deadline. Parents/carers should be notified about non completion of homework or submission of homework of an unacceptable standard via the VLE, a phone call home or a letter from the subject area. Sanctions for failing to regularly complete homework should be consistent across curriculum areas and must be made clear at regular intervals to students. A thirty minute curriculum detention is recommended.

Rewards including merits, postcards home and phone calls home should be awarded for homework that is of an exceptional standard.

Teaching staff should be aware that for a small number of our students meeting homework deadlines can be problematic, for example if after school they are expected to look after younger siblings or help parents with medical needs. These students should be offered support and strategies to help them manage their homework commitments. The 'Booster Club' run by the Academy Homework Team on four evenings per week (3.15 – 6pm in the LRC) provides a highly effective support mechanism.

Guidelines for parents and carers in supporting students with homework

It is recommended that parents/carers consider the following wherever possible/appropriate:

- Provide a quiet, suitable place where students can complete their homework.
- Provide access to sources of relevant information e.g. reference books, library books, internet etc.
- Give time to support students with homework tasks. Specialist knowledge is not required, but encouragement is!
- Encourage students to read through completed work carefully (this could be aloud and to someone else) and to check their work for spelling mistakes etc. before handing it in.
- If work is word processed encourage the use of spelling checking. Older students should also be encouraged to also use the grammar check and the thesaurus.
- Encourage students to upload completed homework tasks onto the VLE where appropriate.
- Use the VLE to communicate with staff about homework problems experienced by students.
- Use the VLE so that they are aware of homework set and have read any messages from staff regarding non completion of homework or an unacceptable standard of homework.
- Respond appropriately to VLE messages about non completion of homework or an unacceptable standard of homework. Primarily, this will involve ensuring students complete the work to an acceptable standard as quickly as possible. In addition, however, it may be felt by the member of staff that a further sanction is required to emphasise the importance of homework standards and deadlines.

- If appropriate, encourage attendance of homework sessions clubs or the Booster Club at the end of the day which provides a suitable environment for private study with the additional benefits of support from available staff and access to computer and library facilities for research. Booster Club is open until 6pm Monday – Thursday and until 5pm on Fridays.
- Make it clear to students that they value homework and support the Academy in explaining the benefits of homework in making progress and raising achievement.
- Encourage students to spend an appropriate amount of time on homework and praise them when they have completed tasks to the best of their ability.
- Expect deadlines to be met, check that students are on track to meet them and help students organise their time if they are not.
- As students progress through the Academy and increasingly consolidate their competence as independent learners, they should be encouraged to take increasing responsibility for completion of homework. Parents/carers should, however, continue to monitor that the time being spent on homework is appropriate (neither too much nor too little) and that deadlines are being met.

Future Development

The future development of homework setting and monitoring will be very much based around the new Frog VLE. As this is a major new initiative, the policy as described above may need to undergo amendments as time progresses as colleagues suggest new procedures based on experience that improve the completion rates for homework and/or simplify the procedures for setting, marking and monitoring homework.

ADH – January 2015

Appendix 1 – Homework Frequency

a) Key Stage 3 Subject Frequency

Key Stage 3 Subject	Frequency
Maths	weekly
English	weekly
Science	weekly
History	weekly
Geography	weekly
French and Spanish	weekly
ICT	fortnightly
PE	fortnightly
Performing Arts (Music, Dance and Drama)	fortnightly
Art	fortnightly
Graphics	fortnightly
Food Technology	fortnightly
Textiles	fortnightly
Resistant Materials	fortnightly