

Homework Policy

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SLT Liaison: j Hope

Wardle Academy Policy



1. RATIONALE

This policy is designed to provide a coherent framework from which departments can develop a consistent and effective approach to homework taking into consideration pupils of all ages and levels of ability. At Wardle Academy we believe that homework is important in:

- Developing great learning habits
- Reinforcing positive attitudes to work
- Encouraging organisation and discipline
- Reinforcing, broadening and extending the school curriculum
- Developing home/school partnership
- Preparing pupils for life opportunities and experiences

2. THE PURPOSES OF HOMEWORK

All homework must be purposeful and meet one of the following purposes:

- Independent learning
- Extending learning
- Consolidating learning
- Informing and involving parents
- Managing demands (e.g. coursework and revision)
- Preparing pupils for lesson activities

3. PRINCIPLES UNDERLYING HOMEWORK POLICY AND PRACTICE

- Homework should be carefully planned and be an integral part of all school work
- Homework should be differentiated to meet the needs of individual pupils
- Pupils should be adequately prepared for the completion of tasks set
- Homework should be issued to all year groups, and to all pupils
- Homework should be issued in appropriate quantities and completion dates should be both clear and reasonable
- All homework must receive feedback: formal/informal/teacher/peer or self-assessed, or be used as part of the learning process, as a starter for example.

4. TYPES OF HOMEWORK

Homework tasks should be set to reflect ongoing class work across the curriculum. The list below is not exhaustive. Homework can take the form of:

- A specific self-contained project, exercise or task, based on previous class work.
- Further examples of tasks undertaken in class and is designed to reinforce what has been learned
- Completing work begun in class
- Reviewing, and, if appropriate, memorising what has been learned in class
- Follow-up work to assessment, in ensuring that the pupil learns from errors
- Individual planning of a programme of homework/study. This is seen as a key study skill, central to the successful organisation and completion of homework programmes.
- Researching at home or in libraries using a variety of sources including ICT.
- Doodle tasks can be used to test and embed the learning from class (although this will be used appropriately).

5. THE ROLE OF STAFF

Classroom teachers have the responsibility to set homework, as per school and department policy, and MUST ensure that all pupils write the homework in their planners. It is essential that homework, in a similar way to classwork, is differentiated.

HODs have the responsibility to ensure that there is a clear understanding of homework practice and consistency across the department.

Form tutors have the responsibility to ensure that pupils are using their planners properly, recording homework and that parents are signing the diaries.

DBE/JHO have the responsibility to look at homework practice over a number of weeks, monitoring practice and policy through spot checks, book scrutiny and pupil voice etc.

6. THE ROLE OF PARENTS/GUARDIANS

At Wardle Academy we recognise that to achieve success in the learning process, it is important to form a strong partnership of all those involved in a child's education. We therefore encourage parents to participate in their child's education by accepting their part in overseeing the work done at home. We encourage parents to:

- Speak with their child regularly about homework and discuss the importance of doing homework
- Check and sign homework planners at the end of each week
- Provide a suitable environment in which homework can be done
- Contact the school if their child is having difficulties with homework or if there are extenuating circumstances which would prevent the return of homework
- If their child is absent, ensure that they catch up with any uncompleted class work or homework
- Respond to any communication on the non-completion of homework and discuss this with their child

7. THE ROLE OF PUPILS

- At the start of each term pupils will be issued with a homework planner.
- They should bring their planner to school every day and place it on their desk in every classroom (unless the teacher specifies otherwise)
- Write homework issued by their class teacher into the planner
- Have their planner checked and signed by their parent at the end of each week
- Use the planner to organise their studies
- Pupils should meet the high expectations of staff and their homework must be completed and returned on time.

Issued homework must be completed. If a pupil cannot complete homework they should discuss the reason for this with their class teacher. This should take place before the homework completion date unless there are exceptional circumstances. It will be up to their class teacher to decide whether or not the reason is a valid one.

8. REPORTING TO PARENTS

Reports at every stage will comment on homework. Teaching staff, who will focus on homework when reporting to parents, are dependent on clear and concise information being supplied by departments. Departments should maintain accurate records of completion/ non-completion of homework so that parents can receive accurate information on their child. Homework will be assessed and monitored throughout the school year by teaching staff and then information passed on to parents via a school report. Homework is given a number value depending on the quality of the completed homework, 1= Outstanding, 2= Good, 3= Satisfactory, 4= Cause for concern.

9. MONITORING AND EVALUATION

Homework will remain a permanent feature of the whole school and departmental development plans. The Wardle Academy Teaching and Learning Team will be responsible for monitoring the implementation of the policy across the school and for identifying and disseminating good practice. Evaluating the policy will involve consultation with staff, parents and pupils. All staff should be involved in monitoring and evaluating the effectiveness of homework programmes.

10. HOMEWORK CLUB

To support pupils with their homework, staff and adults run a homework club. Pupils are encouraged to use it. Adults are available to assist (but not to give answers of course), encourage and guide the pupils. Difficulties can be resolved and concerns passed on to subject teachers.

11. HOMEWORK PROVISION FOR MORE ABLE LEARNERS

The more able learner's needs will more effectively be met when the pupil is:

- Encouraged to undertake personal research
- Given opportunities to follow personal interest pathways
- Given an element of control over the nature of their homework activity
- Given the opportunity to present findings to peers
- Supported through teacher direction/guidance toward next steps
- Rewarded/praised for independent study

12. SEND HOMEWORK PROVISION

Homework that is set for pupils with SEN should be within the target areas of that child's Provision Map. Teachers should consult the school's SENCO for advice if necessary. This will ensure that any homework set is supportive of the child's overall development. Homework should be set at an appropriate level. This will require careful planning and close co-ordination between class teachers, TA's, SENCOs and parents. The type of work set for homework for children with special educational needs should have as much in common with other children as possible. For any further guidance or assistance please refer to the Whole School SEND policy.

13. READING, WRITING AND ORACY

To support pupil's achievement some homeworks may focus on pupils researching a task in order to improve their reading ability, an extended piece of fiction or non-fiction to improve their writing or planning a speech to improve their oracy.

14. GOOD PRACTICE: HOMEWORK CHECKLIST

Routine

- Homework is issued at the start of the lesson
- Homework is recorded in pupil planners and in full sentences
- Homework is issued on the same day each week/fortnight
- Homework is seen and signed by parent/guardian
- Homework is returned on the same day each week/fortnight
- Homework is commented upon using the Wardle Academy feedback and assessment policy
- Some homework is assessed in line with departmental assessment policy
- Return and non-return of homework is recorded by class teacher

- Pupils are rewarded/praised for consistently high standards of homework
- Pupils are rewarded/praised for consistent high level of effort shown in homework
- Pupils are rewarded/praised for consistent high level of reading, writing and oracy
- Rewards for homework will follow the whole school rewards policy

Methodology

- Homework is a planned element of the classroom teaching*
- Homework takes into account the different styles of learning of individual pupils
- Homework takes into account the ability range of the pupils
- Homework takes into account the variation in resources available to pupils
- Homework tasks are varied (some written, some tests, some revision and some research driven tasks)
- Homework tasks are challenging
- Homework tasks are engaging and interesting

*The more able learner may present a previously unrecognised aptitude at any given moment. It is therefore, in this instance, good practice to issue a spontaneous homework activity.

Homework Activities for The More Able Learner

- Homework tasks are open-ended and promote imagination and creativity
- Homework tasks are research based and promote enquiry skills
- Homework tasks involve investigative skills
- Homework tasks are long term, project based
- Homework tasks promote self-reflection
- Homework tasks involve collaboration with peers, parents and the wider community
- Homework tasks are monitored closely by class teacher

15. PROCEDURES TO BE FOLLOWED WHEN HOMEWORK HAS NOT BEEN COMPLETED/RETURNED

1. Teaching staff should follow the NUHOPE policy and procedures for Years 7 and 8, and issue a 30-minute NUHOPE reminder when homework is not completed. A record of action should be kept for years 9 to 11 and staff should follow their departmental policy for the non – completion of homework.
2. Poor homework needs to be completed to an expected standard and will have a department sanction applied if it is not addressed.
3. If no improvement, teaching staff can issue a homework alert letter or a phone call home, highlighting 'cause for concern'. A record of action taken should be kept. This should also be noted on the teachers' weekly homework tracking and monitoring form.
4. If no improvement, pupil should be referred to HOD, who should issue a homework alert letter or phone call home, highlighting 'serious concern'. This will be recorded on the department homework tracking and monitoring form.

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