



Homework Policy

Version Number: **5**

Approved by Governors: **Summer 2017**

Due for review by: **Summer 2018**

Reviewer: **Headteacher**

Responsible Committee: **School Improvement Committee**

1. Policy Statement/Rationale

It is the policy at Kinver High to set homework because it is an important part of education in that it:

- Helps to develop habits of independent learning and personal organisation.
- Helps to develop research skills.
- Consolidates and/or extends work covered in class or prepares for new learning activities.
- Offers feedback to the student and teacher on the quality of learning that has taken place.
- Is vital to the planning of subsequent teaching.
- Encourages parental co-operation and support.

2. Organisation

- All students will be expected to do homework as set.
- All students will be issued with a Student Planner in which to record homework and other information about events and achievements.
- It is recognised that some students' personal circumstances may prevent them from undertaking homework at home - a Homework Club is run in school for this purpose.

3. Homework Tasks

As far as possible, homework should be varied, interesting and stimulating, recognising that it can fulfill a range of functions to assist understanding. It may entail:

- Learning factual knowledge about a topic.
- Testing the recall of factual knowledge.
- Extending/consolidating work done in class.
- Tasks to develop, independence, resilience and innovation.
- Researching/reading information in preparation for the next lesson.
- Testing comprehension - testing the understanding of information presented in a different or new way.
- Testing the ability to apply knowledge to an unfamiliar situation in order to solve a simple problem.
- Testing the ability to analyse information, extract what is relevant and apply it to solve a problem.
- Creative tasks appropriate to the topic studied.
- Completing assessments will occasionally be part of our formal assessment process.

Whatever the nature of the homework, it must ensure that all students are given a challenge and amount which is appropriate for their ability. Homework should be integrated into schemes of work to ensure maximum benefit is gained and students can clearly appreciate its significance.

4. Setting

All staff have a responsibility for setting and marking homework. As a guideline, students in Key Stage 3 should be set half an hour of homework per subject per week and students in Key Stage 4 one hour.

The work set should be consistent with the school policy on homework. Work set should be titled "Homework" in order to support the monitoring process. At certain times of the year when other, urgent pressures reduce the time available for marking, other less onerous tasks could be set. Project work can be set which extends over several weeks' worth of homework.

5. Marking

- Written homework should be marked according to the school and Learning School/Subject policy.
- Marks or grades given should be recorded in a consistent fashion within Learning School/Subject policy.
- All marking should aim to provide positive, encouraging comments and offer feedback for improvement wherever possible.

(See School Marking policy)

6. Sanctions for non-completion of homework by students

The over-riding aim is to impress upon students that homework is a vital part of their education to be done outside of the timetabled curriculum. Sanctions should be applied in a hierarchical way in order to achieve this end:

- The subject teacher should first establish if there are any extenuating circumstances which may legitimately have prevented homework being completed by the set date.
- The first time a student fails to produce homework one warning should be given along with the opportunity for the student to hand in the work before a first sanction is applied.
- The first sanction should be a 15 minute detention and applied as soon as possible by the subject teacher. The detention should be in a quiet room away from other students to enable the student to reflect on why he/she is there. The student will then be expected to complete the missing work.
- The second sanction should be a second detention of 30 minutes.
- The third sanction should involve the Head of Department writing home and organising an after school detention of one hour.
- If this does not produce the desired effect or if there is a problem across several subjects, the Head of Year will write to parents and ask them to come into school.

7. Monitoring homework

- Tutors will perform a monitoring role during registration time and in Review and Guidance sessions.
- Parents are asked to work in partnership with the school by checking, signing and, where appropriate, commenting upon homework in students' planners.
- Learning School Leaders/Assistant Learning School Leaders will monitor that homework is being set according to school and Learning School/Subject policy. This will be done through the book trawl element of the Quality Assurance process. A record of homework set should be collected from departmental staff every half term.

- Learning School Leaders/Assistant Learning School Leaders also need to ensure consistency between Learning Schools and this should form a regular part of Learning School meetings and be reported in the minutes.
- Heads of Year will monitor the use of planners by students.

Although an appropriate sanction strategy must exist, it is important that the positive benefits are stressed to students. They must see and feel the relevance of the work they are being requested to complete at home and be given positive encouragement for their effort. This is the real key to minimising difficulties relating to homework.

8. Incentives

- High quality homework and a good work ethos should be sensitively praised in class.
- Credits/rewards for sustained effort may be rewarded for homework.

This policy should be read in conjunction with the Home School Agreement.

Policy Statement

In order to meet the needs of all of our children we are actively working towards 'Dyslexia Friendly Schools status'. We believe that this will not only benefit children with dyslexic tendencies but will also have a significant impact on other pupils whose Literacy skills are not appropriate to their age, as strategies that are good for the dyslexic learner are good for everyone.