

This Policy has been adopted and approved by Gippeswyk Community Educational Trust and has been adapted for use by Copleston High School.

<b>HOMEWORK POLICY</b>	
Approved by GCET/Adapted by Copleston High School	1.9.2017
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Date of next Review	Summer Term 2020
Responsible Officer	Assistant Principal – Mrs A Chilvers
Policy Number	CS12

## Introduction

Homework is a valuable supplement to the learning experience of all students in the school. It has a number of different purposes:

- To develop independent learning skills e.g. thinking and researching
- To prepare younger students for the demands of independent study higher up the school and beyond
- To help students develop a growth mindset
- To prepare for subsequent lessons/tests
- To consolidate what is being learnt in lessons
- To create channels for dialogue between home and school

Homework is most valuable when it is clearly linked to current or future learning (i.e. it is relevant), and it is differentiated in order to stretch and challenge pupils of all ability levels. Homework should not be set as a punishment.

## WHAT KINDS OF TASKS MAY BE SET?

The nature of the homework activity is crucial if pupils are to be convinced of the value of out of school learning - irrelevant exercises given in a tokenistic way should be avoided. There are many different homework tasks that are valuable – the following are some suggestions:

- Researching (resource gathering in preparation for future lessons)
- Extended projects set over a longer period of time
- Recall learning and revision (e.g. vocabulary, spellings, facts)
- Extension tasks that deepen the learning from the lesson

- Writing assignments/drafting
- Reading including pre-reading for preparation
- Practising (e.g. presentations/newly acquired skills/examination questions)

In addition to formal homework tasks, there is an expectation that students complete the learning journal in their log book on a regular basis. The learning journals are designed to ensure that students develop their independence and ability to read around a topic, they should also mean that parents are able to have more informed discussions with students as they will have reviews of lessons and learning questions in their journals. Form tutors should also be encouraging and monitoring completion of this journal.

Please remember that not all students have access to ICT at home, and therefore it will be necessary to make sure that they can access computers at school, e.g. at lunch or after school, or that the homework can be done in another way. Giving a range of tasks to choose from could also be more motivating.

### HOW MUCH HOMEWORK SHOULD I SET, AND HOW OFTEN?

The nature and frequency of homework will vary according to both stage and subject. It is not appropriate, therefore, to adopt a 'one size fits all' approach. The following are guidelines.

- At KS3 it is reasonable to expect students to spend 20-30 minutes on a standard homework task.
- At KS4 it is reasonable to expect students to spend 30-45 minutes on a standard homework task.
- At KS5 students should expect homework tasks of at least three hours per subject per week, but they are also expected to supplement work in lessons and for homework with self-directed study (e.g. background research and reading around the subject). This work may be done at home or during the student's non- contact lessons.

As a guide, students at Key Stage 3 should expect homework to be set once every three to four lessons of subject time in the core and most of the foundation subjects.

At Key Stage 4, students should expect weekly homework in the core, and most of their option subjects.

At Key Stage 5, students will be set weekly homework in each subject.

Where students in a subject have more than one teacher, those teachers should liaise together to ensure that they do not all set homework in the same week.

### HOW HOMEWORK IS SET

All students at Copleston are provided with a homework diary as part of their log book which they should use to record homework. It is the responsibility of the student to record homework in the diary. Clear instructions should be given by the teacher including:

- Details of the task (on a separate assignment sheet if appropriate)
- Date it is due in. *NB Homework must not be set for the next school day, (e.g homework set on Friday for Monday), but instead students must be given a reasonable amount of time in which to complete the task.*
- Guide time (how long the student is expected to spend on it)
- Success criteria.
- Whether materials are available on Frog and where they may be found.

## SUPPORTING STUDENTS' COMPLETION OF HOMEWORK

We recognise that some students are unable to complete homework at home. For this reason, we offer supervised homework help sessions at school (including use of computers and other specialised equipment where it is needed)

## WHAT HAPPENS IF HOMEWORK IS NOT COMPLETED OR A YOUNG PERSON CANNOT DO IT?

It is important to provide positive encouragement to students to complete homework in the form of rewards. If there is a problem or difficulty which means that a young person has not been able to complete homework, they should be given further guidance/help and another opportunity to complete the homework rather than being punished in the first instance. Positive reinforcement for students completing homework can help to encourage others to complete work.

If the homework is still not completed, or there is a pattern of non-completion, there are a range of sanctions that departments and individual teachers might impose. These include:

- Break or lunch time detention
- After-school attendance in homework detention or club
- Contact with home (standard letter available for 3 missed pieces- see appendix)
- Homework report
- Record of late of homework on Go4 Schools if still not completed following additional time or if no legitimate reason for being late.

Parents/Carers are asked through the Home/School contract to support the School in encouraging young people to complete homework. They can also help by checking homework diaries, and alerting us to difficulties encountered with the homework we set by using the homework diary.

## ROLE OF THE HEAD OF DEPARTMENT

- To ensure that the homework policy is consistently applied across the department
- To monitor the setting of homework
- To monitor the quality of homework set and completed

## ROLE OF THE HEAD OF YEAR AND FORM TUTOR

- To monitor completion of learning journal ensuring that this is a regular priority for Form tutors
- To monitor Go 4 Schools and intervene where non completion of homework becomes persistent

## ROLE OF SLT

- To support middle leaders in monitoring homework
- To ensure homework is an explicit element of marking reviews, coordinated by the SLT assessment lead in accordance with the school calendar

## APPENDIX

Dear [insert name]

### Ref: Persistent Lack of Homework

I am writing to inform you that [name] has unfortunately not met our expectations in regard to completing homework in [subject] and has missed three pieces this term. This is obviously now causing a concern as homework is a valuable supplement to the learning experience of all students in the school. It has a number of different purposes:

- To develop independent learning skills e.g. thinking and researching
- To prepare students for the demands of independent work and study higher up the school and beyond
- To prepare for subsequent lessons/tests
- To consolidate and extend what is being learnt in lessons

I would be grateful if you would discuss the issue with [name]. It is important that the situation is rectified so that any hindrance to learning can be limited. If you would like to discuss the matter in more detail, please contact your child's Head of Year.

Yours Sincerely