

Homework Policy



Leytonstone School

Signed by Chair of Governors: Alan Jeffery

Date Ratified by Governors: 12/1/16

Date to be Reviewed by Governors: 12/1/17

Homework Policy

Rationale

“The impact of homework on learning is consistently positive, leading on average to five months additional progress.” - Education Endowment Foundation, 2014

Homework is work that is set to be done outside the timetabled curriculum. It contains an element of independent study in that it is not usually directly supervised by a teacher. Not all homework is done at home; in fact, for some students who find it hard to work at home, or for some tasks which may require resources (books, software, equipment) more readily available at school, it is necessary or desirable to carry out the task at school. Leytonstone School provides a daily Homework Club that all students can attend.

Homework enhances student learning, improves achievement and develops students' study skills and as such is an integral part of the curriculum. It requires careful planning and integration into the scheme of learning of each curriculum area.

Aims of the policy

- ❖ To encourage students to develop their full potential at Leytonstone School.
- ❖ To achieve a consistent approach to homework across the whole school which reinforces the importance of homework
- ❖ To enable students to understand that independent learning is a vital ingredient in academic achievement
- ❖ To enlist the support of Parent/Carers in helping students to achieve success

Principles of homework

Homework at Leytonstone School should:

- ❖ Be meaningful, varied and manageable
- ❖ Be challenging but appropriate
- ❖ Reflect the breadth and balance of the curriculum
- ❖ Promote self-confidence and self-reliance
- ❖ Involve Parent/Carers in the learning process
- ❖ Encourage parental co-operation and support
- ❖ Create channels for home-school dialogue

Purposes of homework

Homework at Leytonstone School should offer students opportunities to:

- ❖ Practice, consolidate and extend work covered in class or prepare for new learning activities
- ❖ Improve students attitude to learning and enhance their study skills e.g. planning, organisation, time management and self-discipline

- ❖ Learn to use resources not available in the classroom
- ❖ Develop research skills
- ❖ Take ownership and responsibility for learning and develop their independent learning skills
- ❖ Show progress and understanding

Expectations

“Studies imply that there is an optimum amount of homework between one and two hours per school day...”

Education Endowment Foundation, 2014

- ❖ Core subjects will set up to 60 minutes per week
- ❖ Foundation subjects will set up of 30 minutes fortnightly

Key Stage 3	Time per week (up to ...)		
Subject	Year 7	Year 8	Year 9
English	45 mins	45 mins	60 mins
Maths	45 mins	45 mins	60 mins
Science	45 mins	45 mins	60 mins
Art	30 mins	30 mins	45 mins
Citizenship / PSHE / RE	30 mins	30 mins	45 mins
Drama	30 mins	30 mins	45 mins
French	30 mins	30 mins	45 mins
Humanities (Geography, History)	30 mins	30 mins	45 mins
Music	30 mins	30 mins	45 mins
ICT	30 mins	30 mins	45 mins
PE	30 mins	30 mins	45 mins
Technology (Food, Textiles, RM)	30 mins	30 mins	45 mins

- ❖ Year 7 & 8 students should expect homework from two subject areas per night, totalling 60 minutes
- ❖ Year 9 students should expect homework from three subject areas per night, totalling 90 minutes
- ❖ Where a project or short term assignment is set for more than one week, this will be broken down into sections and recorded weekly.

Key Stage 4	Time per week (up to...)	
Subject	Year 10	Year 11

English	60 mins	60 mins
Maths	2 x 60 mins	2 x 60 mins
Science	2 x 60 mins	2 x 60 mins
Option Subjects	60 mins	60 mins

- ❖ KS4 students should expect homework from two subject areas per night, totalling 120 minutes

Responsibilities The role of the Class Teacher

All staff should establish a high expectation that homework will be completed by everyone and that failure to do so will be treated seriously. To encourage this all staff should:

1. Use 'Show my Homework' to set homework regularly, in accordance with the homework timetable
2. Ensure that homework is set at the beginning of the lesson, where appropriate
3. Ensure that all homework issued is appropriate for the students in their class
4. Provide the necessary resources and give full and comprehensive instructions
5. Set deadlines for completed work and ensure that they are met (avoid issuing homework for the next day, and if this is not possible, try to ensure that this homework is manageable)
6. Homework is marked within a period of time that is suitable to aid the students' progress.
7. Provide meaningful and purposeful feedback for students
8. Follow the Behaviour and Homework Policy with regard to Achievement and Progress Points (Rewards and Sanctions)
9. Praise students who return homework that is well done and submitted on time
10. Display examples of good homework
11. Keep homework records and inform Parent/Carers and the Head of Department of any poor or non-returned homework

The role of the student

1. To listen to homework instructions in class
2. Write homework issued by the class teacher and the deadline date into the homework diary
3. Use the diary to organise their studies
4. To make use of 'Show my Homework'
5. To ensure that homework is completed and handed in to meet the deadline
6. To attempt all work and give their best
7. To inform the class teacher of any difficulties

8. Ask Parent/Carers to sign their diaries weekly
9. Attend Homework Club or Study Support sessions in school if unable to complete work at home.

If a student 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 then be up to their class teacher to decide whether or not the reason is a valid one, and then take appropriate action.

Students should also take advantage of the school's support network, by discussing homework difficulties with teachers, speaking to the Learning Support Staff and attending homework classes, including Supported Study sessions.

The role of the Head of Department

Heads of Department and 2 i/c's have a crucial role in upholding the whole school Homework Policy. They should quality assure departmental homework by:

1. Implementing, monitoring and evaluating the homework policy within their curriculum area
2. Monitoring and evaluating the effectiveness of the homework programme in their curriculum area
3. Ensuring meaningful homework tasks are set for students
4. Ensuring homework is being set and marked
5. Monitoring the use of 'Show my Homework'
6. Provide training for staff within the department with regard to the homework tasks given to students
7. Dealing with referrals from class teachers – (Please refer to 'Procedures for non-return of homework')
8. Referring students who persistently fail to return homework to the SLT link

The role of the Senior Leadership Team

The Senior Leadership Team are ultimately responsible for the implementation of the whole school Homework Policy. They should through line management:

1. Monitor and evaluate the use of 'Show my Homework'
2. Monitor and evaluate the effectiveness of the Homework Policy
3. Ensure that a Homework Timetable is in place
4. Support Heads of Department in monitoring and evaluating the implementation of the Homework Policy in their link departments
5. Reinforce the importance of homework to students in assemblies
6. Contact Parent/Carers if students are referred
7. Follow up parental concerns related to homework in conjunction with the Head of Department
8. Report back to staff regarding the actions taken on non-return of homework

9. Provide staff, students and Parent/Carers with the necessary homework documentation
10. Reinforce the procedures for poor or non- return of homework and ensure that students are withdrawn from whole school reward activities linked to the whole school Behaviour Policy
11. Review annually the school homework policy

The role of the Form Tutor / Pastoral Staff

Pastoral staff have an active role in helping to monitor students' homework. They should:

1. See that homework is being set and recorded in diaries
2. Check that student diaries are being signed by Parent/Carers
3. Note and respond to any comments written in diaries by Parent/Carers

The role of the Inclusion Department

The Inclusion Department provides lunchtime and after school opportunities for independent study for all students.

<u>Day</u>	<u>Time</u>	<u>Location</u>
Monday - Friday	12.40 – 1.20pm	M44 & M31
Tuesday - Thursday	3.25 – 4.25pm	M44

The role of Parent/Carers

The role of the Parent/Carer is crucial if a student is to gain success from homework. We recognise the importance of forming a strong partnership between the home and school, and therefore encourage Parent/Carers to participate in the son/daughter's education by accepting their part in overseeing the work done at home. By reinforcing the value of homework through positive feedback will give students the confidence to persevere, work hard and reach high standards of achievement. Parents can assist by:

1. Speaking with their son/daughter regularly about homework and discussing the importance of doing homework
2. Providing a suitable environment in which homework can be completed
3. Negotiating with the student when homework is to be done as a student's 'free play' is important too.
4. Ensuring students spend the appropriate amount of time on their homework

5. Ensuring that outside clubs do not hamper a student's quality of work and put a child under undue pressure.
6. Checking presentation and content of all homework being returned to school.
7. Checking and signing the student homework diary each week.
8. Providing the school with information about any problems through the student diary or by contacting the school directly.
9. Ensuring that if their son/daughter is absent, they catch up with any uncompleted class work or homework
10. Responding to any communication on the non-completion of homework and discuss with their son/daughter

Rewards & Sanctions – Achievement and Progress Points

High quality homework and a good work ethos should be sensitively praised in class. Where appropriate, homework should be included in display work. Positive achievement points are rewarded for achievement and sustained effort may be awarded for good homework. For exceptional pieces of homework, a department letter or postcard may be sent home.

Please see the Behaviour Points System below:

1 point	2 points	3 points	4 points	5 points
Very good homework	Excellent homework	“Homework of the week”	“Homework of the Term”	“Homework of the Year”

Procedures for poor homework

When the quality of homework submitted is poor / completed unsatisfactorily, teachers should initially support the student and ensure the tasks set meet the student's needs. If this is so, then sanctions should be applied. Teachers should receive support from their Head of Department and SLT link.

The procedures are as follows:

4 negative points	5 negative points
Poor homework (3 rd offence)	Persistently poor homework

1st offence:

Class teacher - discusses with student, informs Parent/Carers via diary, sets a reinforcement exercise / homework.

2nd offence:

Class teacher - discusses with student, detention set at teacher's discretion based on student circumstance.

3rd offence:

Class teacher - discusses with student, logs poor homework on SIM's and issues **four** negative behaviour points, sets detention, refers to Head of Department.

Persistent offenders:

Head of Department - discusses with referred student, logs poor homework on SIM's and issues **five** negative behaviour points, informs Parent/Carers by phone call / text / letter, sets SLT detention and informs via email the Assistant Headteacher responsible for SLT detentions.

Procedures for non-return of homework

When homework is not completed or submitted, teachers should initially support the student and ensure the tasks set meet the student's needs. If this is so, then sanctions should be applied. Teachers should receive support from their Head of Department and SLT link.

The procedures are as follows:

3 negative points	4 negative points	5 negative points
No homework (1 st offence)	No homework (2 nd offence)	Poor homework (Persistent offenders)

1st offence:

Class teacher - discusses with student, logs poor homework on SIM's and issues **three** negative behaviour points, detention set at teacher's discretion based on student circumstance.

2nd offence:

Class teacher - discusses with student, logs poor homework on SIM's and issues **four** negative behaviour points, informs Parent/Carers by phone call / text / letter, sets detention, refers to Head of Department.

Persistent offenders:

Head of Department - discusses with referred student, logs poor homework on SIM's and issues **five** negative behaviour points, informs Parent/Carers by phone call / text / letter, sets SLT detention and informs via email the Assistant Headteacher responsible for SLT detentions.

Types of Homework

Homework can take many forms depending on the specific needs of subjects and the needs of the students. Homework should provide an appropriate level of challenge for all students. The types of homework set should be varied. Examples of this include:

- ❖ Artwork and practical exercises
- ❖ Collection and collation of materials or resources
- ❖ Completion of coursework tasks
- ❖ Concept maps
- ❖ Conducting interviews
- ❖ Consolidation of work in class
- ❖ Embedding understanding of newly taught materials or vocabulary
- ❖ Exam practice questions and analysis
- ❖ “Flip-forward” homeworks
- ❖ Independent learning or self-identified study
- ❖ Learning lines
- ❖ Listening homeworks
- ❖ Practice of a musical instrument, dance routine or sporting skill
- ❖ Practical work – simple science experiments or cooking tasks
- ❖ Projects or short term assignments
- ❖ Reading specific materials
- ❖ Research on a particular topic
- ❖ Revision in preparation for an assessment / exam
- ❖ Sourcing props / costumes / sound effects
- ❖ Using ICT – filming, presentations or blogs, sequencing in music
- ❖ Visits to external establishments (museums / galleries / supermarkets)
- ❖ Visual work including the use of ‘You Tube’ / ‘Tutorials’

Department Homework Policy

Department Development Plans will include homework as an area for action. It is good practice to discuss homework regularly at department meetings to evaluate, create and enhance specific homework tasks.

All departments have a homework policy, detailing:

1. The purpose of homework in their curriculum area
2. Types of homework set
3. When homework will be set
4. How much homework should be set
5. Place of homework in the Schemes of Learning
6. How and by whom homework will be monitored
7. Department rewards
8. Sanctions for unsatisfactory or non-return of homework