

HOMEWORK POLICY

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RATIONALE

1. Homework is an important element of learning for students, helping them to become more self-reliant and to extend their learning and to flourish.
2. Homework forms an important part of assessing a student's understanding.
3. Not all homework is done at home but is work completed independently to improve achievement. Study skills are developed through homework and are an integral part of teaching and learning.

PURPOSE

- * encouraging students to develop the skills, confidence and motivation, showing the courage needed to study effectively on their own. This is vital whilst within secondary education and beyond in order to develop lifelong learning and adaptability.
- * consolidating and reinforcing skills and understanding developed at school
- * extending school learning

PRACTICE

1. Teachers will set regular, effective and purposeful homework to enable students to:
 - Have an opportunity for independent work and thinking
 - Extend or consolidate work covered in class or to prepare for new learning activities
 - Access resources not available in the classroom
 - Develop research skills
 - Provide feedback on progress and understanding
 - Show respect, take ownership and responsibility for learning
 - Gain parental/carer support in the learning process
2. Homework has equal status and importance to work done in school and is planned as part of the Scheme of Work. Homework will be acknowledged and purposeful feedback given to students.

3. Tasks set for homework will have a clear objective and the range of tasks will be appropriate to the age group, individual ability and achievable within the time available.
4. All students in Years 7 to 13 are issued with student planners to help ensure that homework set for students is consistent and manageable for them on a daily basis. At the beginning of the academic year, form tutors will discuss use of the planners with their students. In addition, homework tasks will be set using the SIMS homework facility and is also, therefore, available to parents/carers.
5. The support that parents/carers can give to students regarding homework is valued and student planners provide information for parents/carers regarding work and homework. Parents/carers are asked to sign the Partnership Agreement contained in the planner at the start of the academic year. Parents/carers are asked to sign planners weekly and are invited to comment. Form Tutors will check and sign student planners fortnightly. Heads of Year will check student planners on a regular basis.
6. At the beginning of the academic year, students and parents/carers are given a homework timetable which states specifically the subjects set with time allocations for each day of the week.
7. Year 7 will be introduced to homework in a structured and supportive way. During the PSHE programme homework will be discussed and help with organisation and planning given.
8. The form tutor will support all students in time management and ensure that students are supported if they have any difficulty in organising independent study outside of lessons.
9. Reasonable lengths of time for a whole evening's homework should be:

Year 7: 40-60 minutes per day / 20 minutes per subject
Year 8: 50-75 minutes per day / 25 minutes per subject
Year 9: 60-90 minutes per day / 30 minutes per subject
Years 10 and 11: 80-90 minutes per day / 40-45 minutes per subject
Years 12 and 13: 120-150 minutes per day / 60 minutes per subject

In Years 12 and 13 the amount of work done by students outside of lessons will depend on their individual programmes of study but should be no less than approximately 120 minutes per night. Students may have times where the homework guidance time exceeds that given above, depending on deadlines for each subject area.
10. If, on very rare occasions, homework is set on a different day to the homework timetable given, teachers should ensure that the deadline given allows students to complete the work on the allocated homework timetable evening.
11. In the two weeks preceding internal examinations, revision and not new learning will be set for homework tasks.
12. School facilities such as the Learning Hub and ICT rooms are available for students to use at lunchtime and after school for the purpose of completing homework.
13. The Learning Hub is available for students after school for those who need further help and support; this is open each day up until the end of period 6.

14. Teachers and the SEN department, often after consultation with the student and parents/carers, will work to ensure that homework tasks set for special needs students are manageable and develop the necessary individual skills.
15. Subject teachers will discuss the reason that a student has not completed homework. As we consider homework to be an important part of learning, non-completion of homework will result in the use of sanctions. The first non-completion will result in a warning. The second will result in a lunchtime subject detention. Regular problems with homework will result in further sanctions as outlined in the school Behaviour for Learning Policy.
16. Rewards will be awarded for effort, thought and high quality homework.
17. Curriculum information and guidance on the role that parents/carers can play in supporting their children in relation to homework is available on the school website.

MONITORING AND EVALUATION

1. If students have any concerns about homework, they should approach their subject teacher or form teacher in the first instance.
2. If parents/carers would like to discuss the type or amount of homework set, they can approach the subject teacher, form tutor or Head of Year for wider concerns in line with our communications guidance.
3. Form tutors will monitor students' completion of homework, giving support and contacting parents/carers where students are finding management of independent work difficult. Any wider concerns will be discussed with the Head of Year in the first instance.
4. Faculty Leaders and Heads of Department, in consultation with their departments, will monitor the effectiveness of the implementation of school's homework policy
 - through sampling of homework set to students
 - monitoring students' exercise books.
 - through the school's internal system of self-review
5. The Heads of Year will use student voice at least once each term to monitor standards of quality and quantity of homework in particular groups and discuss a report with the Deputy Head (Curriculum) and the Leadership Group.
6. The views of parents/carers will be sought as expressed through a questionnaire and the Parent Consultation Evenings.
7. The Deputy Head (Curriculum) will monitor the effectiveness of the school's homework policy through analysis of Schemes of Work and sampling of homework set together with discussion with students, teachers and Heads of Year.
8. The policy will be reviewed in the light of the outcomes of the monitoring procedures.

Other relevant policies

Teaching and Learning
Curriculum
Behaviour for Learning

Appendix A

Guidance for Students – this guidance is available in the student planner.

Homework is an important part of your learning. It will help you by extending your learning and help you to become a more self-reliant learner. This is important in your school life but also in life after school. You will be given a homework timetable which will tell you which subjects set homework on each night. The following guidelines give you an idea of how much homework to expect from each subject area.

Age	Time per subject	Time per day (for all home learning)
Year 7	20 minutes	40-60 minutes per day
Year 8	25 minutes	50-75 minutes per day
Year 9	30 minutes	60-90 minutes per day
Years 10 and 11	40-45 minutes	80-90 minutes per day
Years 12 and 13	60 minutes	120-150 minutes per day

FAQ

I find it very difficult to get homework done on time. What can I do to organise my homework?

Get into a routine. If you do your homework at the same time every day, it will help you not to leave it to the last minute. You may choose to have a short rest and a snack when you get home from school and then start homework. Alternatively, if you have clubs after school, try setting aside time after dinner. Sit in a quiet place and concentrate fully – if you aren't concentrating, homework can take much longer and seem to take your whole evening.

What should I do if I get stuck?

First of all, try to get yourself unstuck by looking back over classwork. There may be useful resources on StudentShare which could help. Try talking to your parents/carers. Often, we understand work a lot better when we have explained it to someone else. If you are still stuck, ask your subject teacher for help - this is why it is important that you don't leave homework until the last minute.

What should I do if my homework takes my much longer than the guide times?

Don't spend hours on one piece of homework. Ask your parent/carer to put a note in your planner and then talk to your teacher about it. It may be that you got stuck and it took you a long time to get unstuck or your teacher may give you some different strategies to help you in your homework thinking.

What should I do if I am regularly stuck on lots of homework tasks?

If this is the case, talk to your form tutor. They will talk to you about what you are doing and give you some help. They may talk to your subject teachers to see what else would help you.

I have preparation for controlled assessments and coursework at the same time as homework. Is this right?

Unfortunately, at certain times of the year when you have deadlines in one subject, your workload may be bigger. We do our best to ensure that we consider this but sometimes we don't know about deadlines in other subjects. At these times, talk to your teachers and they will usually try to set you a longer deadline or different homework.

Appendix B

Guidance for Parents/carers – this guidance is available on the school website.

Studies show that children who are supported by their families in homework consistently perform significantly better than those who are not. This support can be in a range of ways including giving a quiet place to work and asking about homework or showing an interest in the areas your child is studying. Homework is set in order to support your child's learning, extending learning and teaching independence.

Research shows that a routine and a quiet environment will help homework be more productive. You could sit down with your child at the start of the year rather than waiting until problems arise. Try to give your child ownership of the process but prompt with questions about what the stumbling blocks might be or the areas they found more difficult in the past. For some families, it might be right to set up a regular time for homework as soon as school finishes after a short break and snack. For others, it might be helpful to wait until after your evening meal. The key is to be consistent about the routine.

There will be times that your child is stuck. It is important to praise the process and encourage them to persevere rather than give them the answers. This is reinforced in school and praise will be given for effort and strategies used. Try not to re-teach information as your approach may be very different to the teacher's approach. Instead, try asking your child what they do understand and by encouraging them to explain the problem it may help them to work out a solution. If this does not help, encourage your child to speak to their teacher.

FAQ

What if my child spends too much time on homework?

Encourage your child to talk to their form tutor. The form tutor will support them in strategies to manage work. If this does not help, please contact the form tutor via by making a comment in the planner or by email or phone. For wider concerns, please contact the Head of Year and they will support your child and may talk to subject teachers too as appropriate.

What if my I think that my child does not get enough homework?

It may be that your child is not writing down homework or is completing the work in school. However, please feel free to contact the form tutor or Head of Year and they will address your concerns or redirect your concerns as appropriate.