



KENILWORTH SCHOOL & SIXTH FORM

HOMEWORK POLICY

DECEMBER 2017

POLICY DETAILS

Date of policy: December 2017

Date of next review: December 2019

Member of staff responsible for overseeing that this policy is implemented and regularly reviewed:

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AIM

The aim of this policy is to state our approach to homework, explain its place in the curriculum and outline our expectations of pupils, teachers and families.

THE PURPOSE OF HOMEWORK

At Kenilworth School and Sixth Form we believe that homework enables pupils to consolidate their learning, challenge themselves and build upon new skills and knowledge through a variety of independent learning tasks. Homework is vital for success of our pupils and enables them to maximise their potential. It is also an opportunity for parental involvement to support independent learning, with evidence showing that this is a key factor to improving outcomes for pupils.

Effective homework is an integral part of learning at Kenilworth School. The impact of homework on learning is consistently positive with studies by the Education Endowment Foundation and The Sutton Trust suggesting it can lead to an average of five months' additional progress per year. Alongside this the Ofsted Inspection Framework (September 2015) sets out clearly the expectations for homework stating that outstanding teachers "use well-judged teaching strategies, including setting appropriate homework that, together with clearly directed and timely support and intervention, match pupils' needs accurately".

Homework enables pupils to take ownership and responsibility for learning through independent work. By engaging in homework pupils will increase their motivation, creativity and initiative. Finally, we believe that homework develops important study and research skills enhancing learners' time management, self-discipline and perseverance for lifelong learning.

'Pupils in the highest achieving schools spend more time on learning activities at home than pupils in other schools'

(National Foundation for Educational Research)

ROLES, RESPONSIBILITIES AND MONITORING

Homework requires a consistent approach across the school. It must be easy for all stakeholders to have an overview of homework. Below are the different groups that have responsibilities to help support the pupils in successful completion of homework and also ensure that everyone meets the homework guidelines.

ROLE OF SUBJECT TEACHERS:

- provide homework linked to class activities
- make the purpose of homework clear to children
- set all homework on Class Charts
- ensure homework resources are available to all pupils
- set tasks appropriate to ability of pupils in accordance with the Teacher Standards (May 2012) and Ofsted guidance (June 2015)
- give adequate guidance and instructions to complete the task within an appropriate and defined timescale
- ensure regular reminders are recorded for extended tasks
- give feedback on homework which is specific and timely (effective feedback includes verbal, self/peer, and FAR)
- keep a record of pupil submissions on Class Charts and monitor the quality of work
- inform the Head of Department, Tutor and Head of Year, as appropriate, if problems arise

ROLE OF PUPILS

- listen to homework instructions in class
- check Class Charts daily for homework tasks and information (even if absent)
- be able to organise workload
- proof read to assess the quality of the work they have done
- attempt all tasks to the best of their ability and to the deadline
- inform the class teacher of any issues in advance of the deadline
- make use of in-school facilities and support as required

ROLE OF PARENTS

- reinforce the value of homework through positive feedback giving pupils the confidence to persevere, work hard and fulfil their potential
- check Class Charts regularly and support with completion of homework
- provide a table, chair and quiet place to learn or direct them to the in-school facilities if not available at home
- help plan their time effectively to balance school and leisure activities
- show an active interest in the presentation and content of all work
- contact the subject teacher if necessary to resolve any issues
- monitor child's homework submission through Class Charts

ROLE OF THE TUTOR

- promote the value of homework through pupil mentoring
- check pupils know where and how to access homework
- note and respond to any comments written in planners by parents

ROLE OF THE HEAD OF DEPARTMENT

- communicate clearly with department staff the plans for homework in the department, including frequency and type
- monitor and evaluate homework via Class Charts
- praise pupils that consistently do homework
- use Class Charts to put in relevant interventions to support pupils that are consistently missing deadlines
- support staff in the setting and assessment of appropriate tasks
- monitor Class Charts to ensure homework is consistently set and the quality is of the standard and expectations required, challenge teachers where necessary
- identify pupils that are persistently missing deadlines
- monitor the quality of homework set by department colleagues
- encourage collaboration and sharing of homework created by the department

ROLE OF THE SENIOR LEADERSHIP TEAM

- provide staff, pupils and parents with the necessary homework documentation
- support Heads of Department in all aspects of homework setting
- ensure all staff are consulted and understand the policy
- monitor and evaluate all aspects of the school homework policy
- monitor the quality of homework set by colleagues across the school
- monitor the completion of the submission status in Class Charts for homework at Line Management meetings
- share homework statistics across the school
- support pupil intervention through Line Management where necessary

CLASS CHARTS

Class Charts is an online homework calendar teachers use to set and communicate homework, ensuring that pupils and parents always have the information they need. It is available via the Class Charts website or the application for mobile and tablet devices. Homework can be accessed by teachers, pupils and parents by logging into Class Charts with a code given by the school. Once you have logged in, you will see your own homework schedule. Please visit www.classcharts.com for more information.

Homework CPD

CPD is available throughout the year on how to use Class Charts. The user guides are available to staff on the T: drive, or visit the above website for further information or to schedule a tutorial.

SETTING HOMEWORK, TEACHER GUIDELINES

These guidelines outline our expectations regarding the frequency and duration of homework, and the procedures of setting homework. We believe they help maintain a balance across all curriculum areas and key stages for pupils and teachers while allowing for a degree of flexibility.

1. Classroom teachers of all key stages will set a minimum of one piece of homework every four lessons. While there is no upward limit, teachers will use professional judgement at all times alongside guidance from Heads of Department to ensure that too much homework isn't being set.
2. Homework will be directly related to content taught during normal school time and designed to help pupils develop into successful, independent learners.
3. All homework will be set and recorded through Class Charts.
4. Teachers will not set more than one piece of homework per lesson.
5. Should teachers wish to publish homework in advance of a lesson, it must have an issue date corresponding to the date of the lesson.
6. Unless an extended homework task set over a number of days or weeks, generally KS3 homework should have a completion time of 30mins and KS4 45mins.
7. Homework start dates must correspond to days when pupils have had a lesson.
8. Year 7-9 will be given on average between two and three 30 minute pieces of homework per day across all subjects. Years 10-11 will be given on average three 45 minute pieces per day across their subjects.
9. If teachers wish to add attachments to homework on Class Charts that they want pupils to write on and complete (worksheets/past exam papers etc.), then pupils must be given paper copies of the attachments or taken to ICT facilities in school to supervise pupils printing them. No printing for homework is expected to take place at home. If the attachment is an additional resource to support homework to be completed in books (an information/guidance or question sheet for example), then teachers do not need to provide a printed copy.

Extended homework can be set covering more than one homework session. If homework includes a long term project, then teachers will ensure that there is weekly monitoring of pupils' work.

Not all homework is done at home and indeed for some pupils who find it difficult to work at home, or require specific resources (books, software, equipment) it is desirable to carry out the task at school. For this we provide ample opportunities within our departments and during our homework clubs.

Sanctions

If a task is not completed the only person who is affected by this is the pupil who has not taken part in the activity. Teachers should initially support pupils and ensure the tasks set meet their needs. Parents can access previously set homework to support their child in completing tasks missed. If repeated homework tasks are not completed a detention may be set at the teacher's discretion.

Homework analytics will be checked on a half termly basis by both Heads of Department and the Assistant Headteacher for Teaching and Learning. Where issues with regard to the setting of homework are revealed as part of the monitoring process, SLT Line Managers will discuss this with the relevant staff and Head of Department, provide support where necessary to remedy the situation and instigate further monitoring if needed to check the intervention has been effective.

Appendix A – Appropriate tasks for homework

Good homework will involve a variety of activities or tasks and have clear learning objectives that are shared with the pupils. Finishing work from class should generally be avoided and tasks should either be consolidating learning from the lesson or be leading to or informing another task or outcome.

Tasks could include:

- extended writing, factual or imaginative or preparation of drafts of such work
- illustrations, charts, map work, design and artwork
- simple experiments
- reading, (intensive or extended) books, magazines, journals, newspapers, articles, etc.
- developing an extended project or examination coursework, involving different levels of skill
- research work, fact finding, gathering information, gathering or analysing sources, evaluating evidence, forming judgements
- library visits
- learning by rote/heart
- report writing
- interviews
- designing
- making a model
- structured tasks within projects
- revising a unit of work for assessment
- collecting materials, perhaps from a library or items not immediately available in school, for a verbal report or art/design work
- listening to/watching a particular relevant broadcast or film
- practising a particular skill
- work on the internet
- writing a draft from class into best
- writing tasks
- note-taking and writing up notes taken in lessons
- reading
- learning – for example: facts, vocabulary, spellings
- completing coursework (where still relevant)
- research
- drawing or design work
- preparing for discussions or presentations
- on-line learning
- answering questions
- completing worksheets
- visiting places
- recording an interview
- revising for tests and exams