



# **KENILWORTH SCHOOL & SIXTH FORM**

## **HOMEWORK POLICY**

### **OCTOBER 2014**

#### **POLICY DETAILS**

Date of policy: October 2014

Date of next review: October 2016

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

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## AIM

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

## THE PURPOSE OF HOMEWORK

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

*(National Foundation for Educational Research)*

## HOMEWORK

- Encourages regular study habits, perseverance and self-discipline for lifelong learning
- Can offer opportunities for work, including research independent of the teacher
- Can open up the curriculum, exploiting materials and resources not always available in the classroom
- Is an important strategy for encouraging motivation, creativity and initiative
- Gives opportunities for practising and consolidating skills learned in class
- Provides an important bridge between home and school and a means of involving parents and others

## STUDENTS NEED TO

- Be totally clear on the need for and benefits of homework
- Be able to apply this understanding
- Be able to or enabled to organise their work
- Know how, when and where to best to do their homework, they should be supported to be able to make relevant choices for their own circumstances
- Be supported to be able to assess the quality of the work they have done
- Know how and when to involve others and what support is available

## APPROPRIATE TASKS FOR HOMEWORK

Good homework will involve a variety of activities or tasks and have clear learning objectives that are shared with the students. Finishing work from class should generally be avoided and tasks should either be discrete 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

## SETTING HOMEWORK

Whilst all students work at different rates we believe it is important to give guidelines of time to help students and families.

Year 7-8 : 2 or 3 x 30 minutes per day

Year 9-11 : 3 x 45 minutes per day

Extended homework can be set covering more than one homework session. 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 students' work. Some subjects will be expected to set one piece a week, others 2 and some fortnightly. A timetable will be issued at the start of term to all students and families.

## GIVING EFFECTIVE HOMEWORK

It is vital that homework is given at a point of the lesson when it is possible to give instructions, allow time for explanations and questions, as well as students record it in their planners.

Homework tasks should be clear in terms of

- What is expected of each student
- When it is to be completed by
- Where it is to be done (which book etc)

Teachers should plan homework as an integral part of the learning and how it fits into their assessment for learning.

Careful consideration needs to be given to the needs of EAL and SEN students in setting homework.

Homework can be differentiated to both challenge and support students appropriately.

Staff should also be sensitive to the responsibilities some students may have outside of school and be flexible where reasonable requests are made by families.

Homework timetables for each year group can be found in the Parent Section of the VLE.

## ASSESSMENT AND MONITORING OF HOMEWORK

Appropriate feedback on homework tasks can take a variety of forms, such as oral feedback, self-evaluation, acknowledgement and diagnostic marking.

- Assessment criteria for key assessments are published in student-friendly formats
- NC Levels/ GCSE Grades are awarded and recorded for key assessment pieces and for substantial pieces of work where appropriate
- Students' work must be marked at least fortnightly in core subjects and every three weeks in all other subjects. An Attitude to Learning grade should be allocated
- Learning targets (or progress targets) are regularly set- at least once every three weeks in core subjects and at least every six weeks in non-core subjects. Targets should be linked to NC/GCSE criteria