

Rationale

Homework is work that is set to be completed outside the timetabled curriculum. It contains an element of independent study in that it is not usually directly supervised by a teacher. It is important in raising student achievement.

Not all homework is completed 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.

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 work of each curriculum area.

Aims

Homework enables students to:

- Consolidate and extend work covered in class or prepare for forthcoming lessons – Flipped Learning.
- Access resources not available in the classroom.
- Develop research and practice skills.
- Show progress and understanding.
- Allows for differentiation where the more able extend their learning.
- Provide feedback for teachers on teaching and the quality of learning.
- Enhance their study skills e.g. planning, time management and self-discipline.
- To develop independent learning.
- Allows for the testing of knowledge and the practising of techniques pertinent to criteria for assessment in examinations.
- Promotes enjoyment of learning for its own sake; students take ownership, and responsibility, for learning.

Homework also:

- Engages parental co-operation and support.
- Creates channels for home school dialogue.

What should be considered when setting homework?

- Planned and focused activities are more beneficial than homework which is not linked to class activities or irrelevant to learning outcomes.
- It should not be used as a punishment or penalty for poor performance.
- A variety of tasks with different levels of challenge is likely to be beneficial.
- The quality of homework is more important than the quantity. Students should receive feedback on homework which is specific and timely.
- The purpose of homework should be made clear to students e.g. to increase a specific area of knowledge, or fluency in a particular area.

Independent Study Skills

As students move up the school there should be a clear line of progression in learning which is apparent within the types of homework tasks set. This is particularly in relation to the development of

independent study skills e.g. students taking increased responsibility for self-organisation, planning tasks etc., working independently without supervision, practice in the use of different forms of information sources i.e. community resources, historical, geographical, scientific, investigations, use of television, ICT, Internet sources for specific purposes. We must recognise that access to such reference material will vary widely amongst our students. Our Information Communication Centre (ICC) will be open from 3.00pm to 4.00pm daily, for students who wish to access these wider resources.

How homework is set.

Litherland High School uses a digital platform called Class Charts. Teachers in all subjects and year groups set and record homework using Class Charts. Students and parents can check the homework set using the Class Charts dashboard. Some teachers will require students to submit work in an electronic format. Feedback on the submission of homework can be viewed by staff, students and parents using Class Charts.

Help with homework

If homework tasks are not understood by students, they should find their subject teacher, before the day when the homework is due for completion, and ask for help. Many resources that may be applicable to the homework set can be found on Class Charts or Doodle.

Expectations

Subject Leaders will publish a homework timetable at the start of the autumn term. This will be negotiated during the first Subject Leaders meeting. It is expected:-

Key Stage	Frequency	Subjects
KS3	1 homework set per fortnight.	All Subjects
KS4	2 homework's set per fortnight.	English, Maths, Science, MFL
KS4	1 homework set per fortnight	Art, Business, Catering, Child Development, DEC, Drama, Geography, History, Leisure & Tourism, Music, PE, Photography, RE

Sanctions

When homework is not completed, teachers should initially support the student and ensure the tasks set meet the student's needs. If this is so, then sanctions should be used.

- 1) **Class teacher** – discussion and negotiation with student, imposition (HI Homework), informing parents. (Record on Class Charts). Please see Appendix I for details of sanctions to be imposed for non-completion of homework.
- 2) **Subject Leader** – discussion and negotiation with referred student, imposition, informing parents by letter and sanction in line with School Behaviour for Learning Policy if necessary. Please see Appendix I for details of the Subject Leaders responsibilities in imposing sanctions for non-completion of homework.
- 3) **Form Tutors** – through weekly monitoring of Class Charts, identifying students with homework problems across several curriculum areas and refer to Progress Leaders.
- 4) **Heads of Year** – discussion and negotiation with student, applies sanction or support where appropriate. Parental contact will be made. Please see Appendix I for details of Head of Year responsibilities for non-completion of homework.

Incentives

High quality homework and a good work ethos should be sensitively praised in class. Where appropriate, homework should be included in display work. Praise Points and LIVO's for achievement, and sustained effort may be awarded for good homework using Class Charts. For exceptional pieces of homework, a departmental letter or postcard may be sent home. The continued engagement with homework will be referenced in the parental reports using the Learning Profile and Homework scale, and this will be used in part to determine students who are rewarded with trips and visits.

Procedures for Monitoring Homework

The **Subject Leader** in each subject area is directly responsible for monitoring homework in their department. It is suggested that regular checking of Class Charts and exercise books takes place to ensure that homework is being set according to the school policy and timetable and that it is being marked regularly including diagnostic comments.

Form Tutors will check students are being given homework regularly as per the school policy and timetable and that they are completing homework on time across all subjects. They will ensure students have their log in details and can access the Class Charts Dashboard.

Heads of Year are responsible for the monitoring of homework in their year group. They must alert the Subject Leaders if policies are not adhered to and homework is not being set. The prime responsibility for the nature and quality of homework remains with the Subject Leaders. SLT and staff with Teaching and Learning responsibilities will have an oversight of homework in general.

Subject Teachers have the responsibility of ensuring that homework is set according to the policy and timetable. Homework should not be given at the end of the lesson. This should be discussed and shown to the students at the start of the lesson on Class Charts. Homework should be marked and feedback to students should be given.

Parents/Carers may check that their children have a full homework timetable using the Class Charts Dashboard. They can monitor that homework is being set according to school policy and the school homework timetable. Parents are encouraged to discuss homework with their children and to help them plan its completion on time. If parents are concerned about any aspect of homework they can contact the Subject or Progress Leader.

Governors may monitor the school homework policy is being followed.

**“Homework is not an optional extra, but an essential part of a good education.”
1999 White Paper, Excellence in Schools**

Teacher Standard 4 – Plan and teach well-structured lessons:

...’set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired’.

Appendix I

