Homework Policy

Policy Title	Homework Policy
Policy Created / Amended	January 2019
Policy Ratified	January 2019
Policy review cycle	Every 2 Years
Policy Review Date	January 2021

Introduction

Homework is central to the Academy's approach to education. We believe that Homework;

- encourages pupils to develop the resilience, confidence, independence and motivation needed to study and revise effectively on their own. This includes the life skills of taking responsibility, self-organisation and meeting deadlines

- enables pupils to consolidate and reinforce the skills and understanding developed at school

- develops and sustains a parent-pupil focus on learning that will ultimately lead to success for our pupils. It also keeps parents informed as to the curriculum pupils are studying

Types of homework

Homework is a *planned* activity that is integral to the learning of a pupil. It is not a 'bolt-on.' Homework can take a number of forms:

- Activities that enable pupils to prepare for a forthcoming lesson or task – e.g. reading a chapter in a novel or researching a topic in science in advance of studying it

- Activities that enable pupils to consolidate learning and develop confidence by applying it to new contexts and/or with greater independence

- Activities that enable pupils to recall knowledge more effectively – e.g. preparing for a test

- Activities that encourage creativity by engaging pupils with project based learning – e.g. model making

- Activities that extend learning beyond the content covered in school – e.g. wider reading/research around a topic in History

Meeting individual needs

Pupils have individual learning needs. Whilst it is expected that the nature of most homework tasks will be appropriate to all pupils, there will be occasions where a differentiated approach is needed. This is to ensure that pupils;

- can access the work
- are stretched and challenged appropriately
- have 'gaps' in their learning addressed

Quantity of Homework

Homework will be set each week and published in a Homework Timetable to parents and pupils.

The intrinsic value of homework activities is far more important than the precise amount of time devoted to them. Broad expectations about how much time it is reasonable for pupils to spend are useful, however, both as a framework and discipline for schools and as a guide for parents and pupils.

Quantities of Homework in minutes each week:

Years 7, 8 & 9   20 minutes on each piece of homework

Years 10 and 11   40-60 minutes on each piece of homework set for each subject

Quantity of Homework per week

Year 7, 8 & 9   4-5 hours a week Year 10-11   6-8 hours a week

Core PE and PSCHEE will not set homework at Key Stages 3 or 4.

Presentation of Homework

Good presentation matters as it conveys a sense of pride, purpose and responsibility. Basic requirements for the presentation of homework are as follows:

- The title of the task should be written at the top of the work
- The title should be underlined using a ruler
- All work should have an underlined date written on the right hand side
- All drawings should be in pencil using a ruler where required
- All answers should be in full sentences unless otherwise stated.
- If mistakes are made, they should be struck out with one neat line through the error
- Handwriting should always be the best that a pupil is capable of
- Felt tip pens should not be used to write in books
- All additional sheets (hand-outs; worksheets etc.) should be glued in neatly
- Work should be checked carefully before being handed in

Communicating homework requirements

Information regarding homework can be communicated in two ways:

1. Through the pupil planner. Homework should be written in by pupils and can then be shared with parents. Should parents and learning coaches/teachers wish to communicate with each other, there is a space for this to happen. Planners are checked at least once a week by a pupil's learning coach and there is an expectation that parents sign to acknowledge that they are aware of the homework that has been set.

2. The school's VLE will be used as a medium through which homework and supporting resources can be made available to parents and pupils after school hours. Pupils will be provided with a login and access can be gained via the Academy's website at www.sybilandrewsacademy.co.uk

Additional help with homework

- A homework club is part of our Enrichment offer. Pupils can either opt for this as one of their extra-curricular activities or, as a result of their progress check or other information, be referred here in order to offer appropriate support.

- The academy's computers are available before and after school, as are the resources in the library.

- The academy's VLE will host a range of homework tasks that are accessible 24 hours a day through the internet.

- For some pupils with identified learning difficulties, TA's and the staff of Learning Support will provide additional help with regard to the completion of homework and other tasks.

- Learning coaches and older pupils are also used as sources of advice and guidance regarding homework.

- Pupils are encouraged to email their teachers to seek clarification regarding homework tasks before the deadline for submission.

Responsibilities regarding the setting and monitoring of homework

- It is the responsibility of the **pupil** to complete their homework. If it is not completed, the pupil will be given a second chance and then a detention to complete the work. Repeated failure to meet the deadlines set will result in automatic detentions to ensure they remain up to date.

- It is the responsibility of the **class teacher** to set and mark homework in accordance with the subject and school homework policies. Through the completion of progress checks, any concerns regarding homework should be communicated to parents and information provided (as required) to learning coaches so that intervention strategies can be discussed and put into place. Alternatively, teachers can communicate directly with home.

- It is the responsibility of the **class teacher** to ensure that homework is appropriately differentiated for all pupils.

- It is the responsibility of the **parent** to assist their child with their homework or to ask the school to provide access to members of staff/facilities that can help their child with homework. This can best be done at Parents Evenings or via direct communication with the appropriate learning coach or subject teacher.

- It is the responsibility of the **parent** to provide a quiet, organised environment in which to enable their child to study at home or, if this is not possible, to liaise with the academy so that one can be provided at school.

- It is the responsibility of the **Subject Leader** and **Line Manager** to ensure that teachers in their subjects do set the required amount of homework. It is also their responsibility to inform those creating the homework timetable of their choices regarding the nature and frequency of their subject's homework so that the appropriate information can be sent home to parents.

- It is the responsibility of the **learning coach** to identify pupils in their coaching group that are finding the completion of homework difficult in a number of subjects and to report these findings to the appropriate Head of Year so that intervention strategies can be implemented.

- It is the responsibility of the **Head of Year Team** to monitor the completion of homework by members of their cohorts and to organise interventions appropriately

- It is the responsibility of the **Vice Principal Curriculum** to ensure that all pupils and parents receive a Homework Timetable

It is the responsibility of **senior leadership** to ensure that a forum for the evaluation of the school's homework policy is made available on an annual basis and that the opinions of staff, pupils and parents are incorporated into any changes made as a result of this review process