

# Kings Langley School



# Homework Policy

REVIEW DATE: July 2017

## KINGS LANGLEY SCHOOL

### A. Policy Title: Homework Policy

#### Character Development: Commitment to Equality and Diversity

This school is founded on a set of fundamental values designed to enable all students and adults connected with our community to flourish and succeed, regardless of background or circumstances. We are determined to be open to people, places, methods and ideas—and as such, equality and diversity are at the heart of everything we do. Our continued dedication to social justice and equality of opportunity is embodied in everything we do.

We are creating an **inclusive** school community where:

- People are treated with dignity and respect
- Inequalities are challenged
- We anticipate, and respond positively to, different needs and circumstances so that everyone can achieve their potential
- We value diversity and we recognise that different people bring different perspectives, ideas, knowledge and culture, and that this difference brings great strength.
- We believe that discrimination or exclusion based on individual characteristics and circumstances, such as age; disability; caring or dependency responsibilities; gender or gender identity; marriage and civil partnership status; political opinion; pregnancy and maternity; race, colour, caste, nationality, ethnic or national origin; religion or belief; sexual orientation; socio-economic background; trade union membership status or other distinctions, represents a waste of talent and a denial of opportunity for self-fulfilment.
- We recognise that patterns of under achievement at any level and differences in outcomes can be challenged through positive intervention activities designed to bridge gaps.
- We respect the rights of individuals, including the right to hold different views and beliefs. We will not allow these differences to be manifested in a way that is hostile or degrading to others.
- We expect commitment and involvement from all our staff, students, partners and providers of goods and services in working towards the achievement of our vision.

#### B. Rationale:

We believe that homework can make an important contribution to students' progress at school. Homework is important at all stages in a child's education; it extends the challenge open to the student and ensures that teaching time is used to maximum effect. It is our intention that homework is carefully planned as parts of schemes of work across all departments and that there is consistent practice in setting, managing and marking homework.

We have high expectations of students in completing homework and it is seen by all –the senior leadership team, teachers, students and parents/carers – as a vital part of the school's overall learning and assessment strategy. There is a regular programme of homework so that everyone (teachers, students and parents/carers) knows what to expect each day and are very clear about what they need to do.

In the application of this policy, the school will strive to reflect the school aims to ensure the happiness of all individuals who are members of our community by setting the right conditions and attitudes to allow each student to reach their potential.

**C. Purpose:** The purpose of homework is: -

- To encourage students to develop their personal skills and attributes such as self regulation and stickability as well as the confidence and motivation needed to study effectively independently
- To consolidate and reinforce the skills, knowledge and understanding developed at school
- To extend school learning, for example, through additional reading, research and practice (learning by doing)
- To sustain the involvement of parents/carers in the management of students' learning and keeping them informed about the work students are doing
- To manage particular demands such as examination preparation and revision, controlled assessments and coursework

- **D. Guidelines:** The Management of Homework

- A timetable will be produced for each form group in Key Stage 3 and year group in Key Stage 4
- The following times should provide parents/carers and students with adequate guidelines as to the amount of time that should be spent on homework per subject and per evening
  - Years 7 - 9 students:20-30 minutes per subject, therefore maximum of 1 hour per day
  - Years 10 and 11 students:30 – 45 minutes per subject, therefore maximum of 1.5 hours per day
- The homework timetable is co-ordinated across subjects and will set out subject allocations for each day. It is important that subject teachers appreciate the need to work within this timetable, both in giving homework and setting deadlines for its completion.
- Student planners will be used by all students to record the homework they are set. These planners will also allow staff and parents/carers to monitor the amount and type of homework.
- It is very important that homework expectations, including sanctions for not completing it are consistently applied across the school, so that all students see the consequences as fair. Refer to appendix 1: Expectations of Stakeholders
- At Key Stage 5, years 12 and 13 students will receive homework from each of their subjects which will be approximately 4 hours per subject per week. The expectations are that students will use their study periods, as well as their evenings to complete this work.
- It is particularly important for students in the sixth form to demonstrate independence in their learning, and a motivation to achieve the best possible grades. Staff therefore are asked to set independent study work alongside their schemes of work, which might involve extra reading, further research, linked websites etc, so should the students choose to do additional work, it is already identified and easily available for them, as a starting point.
- Students not completing homework should be given 24 hours in the first instance. Unsatisfactory or incomplete/missing homework should be recorded in the student planner by the teacher
- Should students not complete homework properly or to a satisfactory standard within the 24 hours , they will receive a red card and a lunchtime detention from their subject teacher
- A second offence results in a red card immediately however, the students are still given 24 hours to complete the work
- Learning Areas should work closely with the Special Educational Needs Coordinator in deciding upon appropriate tasks or how to differentiate tasks for children who might normally struggle with whole class tasks

## **The Role of Parents/Carers in Supporting Students with Homework**

We recognise the vital role that parents/carers play in supporting their children in their studies at home. The evidence of recent research makes it clear that children do significantly better when they receive firm but sympathetic support at home and parents/carers are supportive of the school in reinforcing the importance of homework. Considering the importance of the home – school partnership, outlined below is a series of guidelines that parents/carers may wish to use.

- Parents/carers should ensure that students have a reasonably peaceful, suitable place in which students can do their homework and that they are not overburdened with domestic chores in such a way as to detract from their ability to complete homework successfully and on time
- Parents/carers should ensure that students have basic equipment such as pens, pencils and other stationery items
- Parents/carers should make it clear to their children that they value homework and support the school in explaining how it can help them make progress.
- Parents/carers should encourage students and praise them when they have completed homework successfully.
- Parents/carers should expect deadlines to be met and check that they are. Parents/carers should also support the school in any sanctions they may apply to ensure that homework is completed satisfactorily and to stipulated deadlines.
- Parents/carers should check homework diaries (planners) regularly and sign them on a weekly basis. In the first instance, they should contact the form tutor or subject teacher regarding any queries about homework.

## **Types of Homework**

- Research activities and investigations (using library resources, the internet, text books and other resources)
- Reading ... either following a specific task or background support reading
- Drafting work
- Revision, usually in preparation for examinations or tests
- Essays and report writing, newspaper articles, leaflets, letters
- Rote learning vocabulary, tables, formulae or quotations
- Practical activities such as drawing, creating posters, model-making and designing
- Designing questionnaires and carrying out interviews
- Information Communications Technology (ICT) activities including, word processing, spreadsheet modelling and Internet browsing, creating PowerPoint presentations, videos, photos
- Completion of worksheets and question or problem sheets
- Projects- these may be set over a half term, but should be broken down into weekly/ fortnightly chunks so students are clear of the teachers' expectations to what should be completed

Homework should be varied, have a clear objective and be linked to programmes of study. Students need to be carefully informed as to exactly what is expected, including depth of coverage and time to be spent on tasks and should record assignments carefully in the homework diaries.

Teachers should set work, which is sufficiently demanding and capable of stretching all students, regardless of ability. Extension work and differentiated material should be provided whenever possible. The completion of work started in class would rarely be a satisfactory homework activity on its own.

## **Feedback for Students**

If homework is to benefit students' learning they must be given prompt and appropriate feedback on what they have done. Each subject teacher should provide marking and feedback according to the school's Assessment and Marking, and Teaching and Learning policies.

Effective marking and feedback have always placed great demands on teachers, but both are fundamental to helping students make progress. However, it is possible to design homework, which can be marked using self-assessment or class marking techniques, and departments should make sensible use of them.

The reward system (credits and postcards) allows students to gain acknowledgement for both excellent efforts and achievement in their work.

## **Arrangements for Monitoring and Evaluation**

The efficiency and effectiveness of the Homework Policy needs to be monitored and evaluated regularly by the school leadership team and reports provided to the governor's curriculum committee. The school must have procedures in place to check that systems are operating properly. The verification of homework setting and marking is a compulsory activity in the school's line management structure. Learning Area Leaders will regularly check the setting and marking of suitable homework within their department and form tutors and Heads of Year will check student planners on a regular basis (at least weekly for tutors)

The SLT will carry out termly checks of a sample of students' work through subject reviews in order to verify standards and consistency in the application of this policy.

## Homework Expectations

<p><b>Expectations of students:</b></p> <ul style="list-style-type: none"> <li>• To write homework in their planners</li> <li>• To complete homework and hand it in by the due date</li> <li>• To complete homework to at least the minimum of a satisfactory standard</li> <li>• To bring a note from home if homework has not been completed for a valid reason</li> </ul>	<p><b>Homework Guidelines:</b></p> <ul style="list-style-type: none"> <li>• Homework can be in one of two formats:             <ul style="list-style-type: none"> <li>⇒ Half termly projects (approx 3 hours per subject for KS3 to 6hours in KS4)</li> <li>⇒ Weekly tasks (from 30 minutes in KS3 to 45 minutes in KS4)</li> </ul> </li> </ul>
<p><b>Expectations of parents/carers:</b></p> <ul style="list-style-type: none"> <li>• To support their child by checking and signing their planners, at least weekly</li> <li>• To check homework has been well presented</li> <li>• To inform teaching staff if there were difficulties with homework set</li> <li>• To support teaching staff and sanctions when homework is not completed or is unsatisfactory</li> </ul>	<p><b>Homework sanctions:</b></p> <ol style="list-style-type: none"> <li>i. If homework not to standard, incomplete or not completed – the teacher should allow the student 24 hours (or until the next lesson if more appropriate) to bring the homework back at an acceptable standard/completed. The teacher should also make a note of the fact that homework is not completed in the student’s planner.</li> <li>ii. If the student fails to do this, then the teacher issues a lunch time detention and a red card Box D for homework</li> <li>iii. If the student fails to attend the lunch time detention, the teacher must ring home and inform parents/ carers and a LA/subject area detention will be issued and a red card Box B.</li> <li>iv. If the student fails to attend the LA/subject detention, the LAL/subject leaders must ensure that the teacher arranges for a letter to be sent home issuing an after school detention.</li> <li>v. Repeat offences also result in a red card at step i</li> </ol>
<p><b>Expectations of teaching staff:</b></p> <ul style="list-style-type: none"> <li>• To set appropriate homework, in line with homework timetable</li> <li>• To write homework clearly on the board, in the first part of the lesson</li> <li>• To ensure students write homework in their planners</li> <li>• To check homework has been completed satisfactorily and follow sanctions when it is not completed/ satisfactory</li> <li>• To mark homework, where appropriate, within two weeks of being handed in</li> </ul>	
<p><b>Expectations of form tutors:</b></p> <ul style="list-style-type: none"> <li>• To check that planners are being completed weekly</li> <li>• To ensure parents/ guardians are signing the planners</li> </ul>	
<p><b>Expectations of managers:</b></p> <ul style="list-style-type: none"> <li>• To monitor that appropriate homework is being set regularly</li> <li>• To monitor that students are completing homework to an acceptable standard</li> <li>• To monitor that teaching staff are marking the work regularly</li> </ul>	