

THE MAELOR SCHOOL



Homework Policy

Committee Responsible	Standards
Policy Author	
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Homework Policy

1. Introduction

1.1 Homework is an integral part of education in that it:-

- Promotes students' self-discipline and personal responsibility for learning and organisation.
- Reinforces work started in class, extending knowledge and understanding.
- Gives opportunities to practice and develop skills.
- Allows parents to become involved in their child's learning.
- Is valuable in ensuring students' progress and raising achievement.

2. Amount of Homework

2.1 The amount of time spent on each homework task is flexible, but within the following

guidelines (as set by government):-

	Per Subject	Per Evening
Years 7 and 8	15 - 30 mins	45 mins - 1.5 hours
Years 9, 10, and 11	40 - 50 mins	1.5hrs - 2 hrs

3. The role of parents in supporting their child

3.1 At the start of each academic year a home-school partnership agreement will be issued to parents. In addition to this a copy of the homework timetable will be sent home with a letter and reply slip, outlining the purposes of homework, urging parents to:

- Provide a peaceful place in which their child can do their homework, or encourage them to attend homework and study support clubs.
- Make it clear to their child that they value homework.
- Encourage their child and praise them when they have completed homework.
- Expect deadlines to be met and check that they are.
- Check and sign their child's planner each week.

3.2 Parental involvement in the successful implementation of the homework policy will be further encouraged by:-

- Publicity material made available at progress evenings.
- Raising the issue at a series of parent information evenings arranged for parents, throughout the academic year.



- Contact with the parents of specific pupils where the completion of homework is a concern.

4. The planning & nature of homework tasks

4.1 Homework tasks should:-

- Be relevant, meaningful and set for a purpose.
- Not be used regularly for “finishing off” class work. This places a heavy burden on some students and too light a demand on others.
- Be differentiated on the basis of prior assessment to provide an equal and appropriate challenge for students of differing abilities.
- Be manageable for pupils in terms of time and resources.
- Be explained clearly to students so that they know what they need to do and how the work will be assessed
- Be manageable for staff in terms of marking
- Be varied. Suggestions include:-

Problem-solving to test understanding of class work.

Questions to review class work.

Preparation for forthcoming lessons.

Task set on Google classrooms.

Research to find additional information.

Learning factual information.

Composition work.

Drawing and designing.

Reading.

Project or coursework.

Be developed as a departmental resource to offer a flexible approach to planning.

5. Additional Learning Needs

5.1 For ALN students homework tasks should be differentiated and balanced, to allow them to share fully in the work of the class and cater for their individual learning needs.

5.2 Homework should not be seen as an attempt to allow ALN students to catch up with the rest of the class



5.3 Prior liaison with the ALNCO should aim to ensure that tasks are manageable and skill practice incorporated

5.4 Tasks should be varied, have a clear focus and time-guideline and give ALN students plenty of opportunities to succeed

6. The recording & monitoring of homework

6.1 Departmental Policy Statements and Schemes of Work must reflect the School's Homework Policy and procedures. Departmental strategies should be agreed and reviewed regularly to ensure effective setting, recording, marking and monitoring of homework.

6.2 Students must record all homework set in the planners provided. Time should be set aside for this during each lesson. Students with ALN must, where appropriate, be given extra help in writing down homework.

6.3 Parents, in accordance with the Home-School Partnership, are expected to check and sign their child's planner each week.

6.4 Form tutors should check and sign planners on a weekly basis. Where significant problems arise they should be referred to the Year Leader.

6.5 Homework should be written on the board and staff wherever possible should check homework has been recorded by students.

6.6 Year Leaders should support tutors in the monitoring of planners through spot checks and following up concerns referred to them.

6.7 The Leadership Team have a monitoring role to ensure that homework is being set across each Key Stage, and should carry out systematic sampling at regular intervals. Serious difficulties experienced by the Year Leader may be referred to the Leadership Team.



6.8 Subject staff must keep a written record of homework set.

6.9 Subject Leaders must ensure that homework is set regularly, by all members of their department, in accordance with school and departmental policy.

6.10 It is the responsibility of the Subject Leader to ensure that an evaluation and review of school homework policy and procedures is undertaken. The key criterion will be the extent to which the policy is contributing to students' progress and their attitude to learning.

7. Feedback to students

7.1 Effective and prompt feedback is fundamental in helping students to progress.

7.2 Written comments must be constructive, indicating to the student what and how to improve.

7.3 Student self and peer evaluation exercises and the use of model answers are useful to aid students' understanding of assessment procedures

7.4 Success must be rewarded and student self-esteem raised. Suggestions include:-

- The use of the reward system.
- The use of departmental certificates and postcards.
- Verbal praise to individuals and groups.
- Students' work displayed in classrooms and corridors.
- Recording achievements on the school SIMS system

8. Strategies for supporting the completion of homework



8.1 The primary aim is to impress upon students that homework is a vital part of their education, to be done at home or within study support sessions. A variety of strategies must be employed to ensure the successful completion of homework.

8.2 If students fail to submit or complete homework this must be recorded by subject staff on the school SIMS system. Providing that there are no extenuating circumstances, students must complete the set work:-

- Independently
- by recorded attendance at a study support or homework group
- within a subject/department detention.

8.3 Failure to complete a number of pieces of homework within a half term will result in a teacher led detention.

8.4 Further failure to complete homework will result in referral to the relevant Subject Leader and the student being placed in subject detention, where, if appropriate, the task will be completed. It is the responsibility of the subject teacher to supply work.

8.5 A further referral to the Subject Leader will result in contact being made with parents and the year leader outlining the nature of the problem and an intention to place the student on homework report. The co-operation of the parents is requested at this stage.

8.6 If failure to comply with homework requirements continues while the student is on homework report, referral is made to the relevant member of the leadership group, who will request a parental interview. Failure to comply at this stage will result in an interview with the Headteacher.



9. Guidelines for homework in Years 12 & 13

9.1 Purpose

9.2 For students following post-16 courses homework is a vital part of the course/content and must be planned as part of the scheme of work.

9.3 Students must be encouraged to take responsibility for their own learning and personal organisation.

9.4 Recording and Monitoring

9.5 Students are supplied with a planner in which to record details of all homework tasks.

Nature of tasks

9.6 Structured homework tasks must relate to the assessment criteria and be geared towards examination or coursework requirements. Homework will be marked with an

‘A’ level or vocational grade where appropriate and a clear indication of how far the

student is from the next highest grade and how to achieve it.

9.7 Self-organised study, such as reading and revision, must be highlighted as vital at the start of each course. Guidance must be provided regularly to help students with these tasks.

9.8 Time allocation



9.9 For 'A'/'AS' courses subject areas should set a minimum of 3 hours formal homework per week, with an additional 1 hour allocated to student **organised** study within school time.

9.10 Vocational homework must be set in line with coursework requirements.

9.11 The setting of homework tasks must be co-ordinated within subject areas to ensure that the amount set is both adequate and realistic.

9.12 Guidelines to students are that they should not commit themselves to part-time employment occupying more than 7 hours per week.