



Homework Policy

Mission statement

- *"We are an inclusive Community school, proud to be valued citizens serving the borough of Rochdale."*
- *"We provide a captivating learning experience and foster a culture of the highest expectations for all"*
- *"We ensure every individual is challenged, motivated and inspired to be the absolute best they can be in all that they do."*

Date signed by Chair of Governors:
November 2019

Date to be reviewed:

November 2021

Rationale

“Homework is a strategy that provides students with opportunities to deepen their understanding of content and gain proficiency with their skills. It also gives students a chance to practise and review what they have learned.”

Marzano

Homework is work that is set to be done 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 done 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 may be necessary or desirable to carry out the task at school. Every student should always be given this opportunity when required, regardless of background or circumstance. Subject teachers should make clear to students the homework being set and explain how it links it to the learning taking place in class.

Homework enhances student learning, improves achievement and develops students' independent learning, resilience and 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. Teachers set meaningful, relevant work that extends the learning of students within each area of study beyond the allotted curriculum time. The work is linked closely to topics that are being studied and students feel that it is both challenging and worthwhile: having a positive effect on knowledge acquisition, progress and attainment whilst fostering a passion for the subject. Students develop the independent study skills and positive learning habits that are essential for success both within the 11-16 school and into further and higher education.

Aims

Homework enables students to:

- consolidate and extend work covered in class or prepare for new learning activities.
- access resources not available in the classroom.
- develop research skills.
- have an opportunity for independent work.
- show progress and understanding.
- practice skills
- provide feedback in the evaluation of teaching.
- to enhance their study skills e.g. planning, time management and self-discipline.
- to take ownership and responsibility for learning.
- engage parental co-operation and support.

Expectations: How much and by whom?

Homework is averaged out over two weeks and equates to one homework for every two lessons as indicated on the homework timetable

Year 7	30 minutes per subject
Year 8	30 minutes per subject
Year 9	45 minutes per subject
Years 10 & 11	60 minutes per subject

National average

Year 7 & 8	45 - 90 minutes a day
Year 9	60 - 120 minutes a day
Year 10 & 11	90 - 150 minutes a day

When and how will homework be set?

A Homework timetable is created for all year groups. A copy is available on the school website and stickers in student planners. Homework will be set during lessons, students can record it in their planner. Teachers will use Doodle to record the homework set.

Homework tasks

Homework can include:

<ul style="list-style-type: none">▪ Independent learning▪ Consolidation of work in class▪ Practice - learning by doing▪ Exam/Test questions▪ Skill rehearsal▪ Completion of course work assignments	<ul style="list-style-type: none">▪ Research▪ Reading▪ Interviews▪ Drawing▪ Using ICT▪ Recording
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Sanctions

When homework is not completed, teachers should initially support the student and ensure the tasks set meet the student's needs. Teachers receive support from their Head of Faculty (TLD) & Senior staff. The sanctions are as follows:

1. Class teacher - discussion and support where required for student to complete the set homework. If there are no extenuating circumstances for a homework not being complete then a red RESPECT point should be allocated and if considered appropriate a centralised consequence of 30 minutes the following evening with student, informing parents via student planner.
2. TLD - discussion with referred student if followed up and unresolved by class teacher, informing parents by student planner. If appropriate a centralised consequence of 30 minutes the following evening with student, informing parents via student planner.
3. Tutors - through weekly monitoring of planners and red RESPECT points, identifying students with homework problems across several curriculum areas and refers to LPD. LPD discusses with student, applies support where appropriate.

Incentives

- Allocation of green RESPECT point for 'Good Homework'
- High quality homework and a good work ethos should be sensitively praised in class.
- Where appropriate, homework should be included in display work.
- For exceptional pieces of homework, a faculty letter or postcard may be sent home.

Monitoring

Student planners will be checked by:

1. The form tutor (weekly)

Subject Staff

1. Will record all homework tasks as part of lesson planning and place on Doodle.
2. Issue homework in class giving opportunity for students to record in their planner if they do not have regular internet access
3. Ensure that students without internet access have time to complete the task via LRC, Homework club or other computer access

TLD

1. Will sample homework set on Doodle.
2. Will look at examples of homework and talk to students and staff according to monitoring programme using homework monitoring criteria.
3. Will evaluate and update action plan when required

SLT

1. Will sample homework records through faculty review.
2. Will sample examples of work and talk to students according to QA programme.

Evaluation

- By SLT, co-ordinated by Assistant Head (Curriculum)
 - Whose needs are met?
 - Whose needs are not being met and why?
 - What are the problems that require short and long term solutions?
 - What is the relationship of homework to the curriculum?
 - How can policy and planning be more effective?

Melanie Ottley-O'Connor, Assistant Headteacher (Curriculum)

Date of Last Review: September 2019

