



*Striving for Excellence*

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# Cirencester Kingshill School

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*Head: Christine S. Oates*

## **HOMEWORK POLICY**

This policy should be read in conjunction with the Curriculum Policy, Behaviour Policy (under review), KS3 Curriculum Booklets, Homework Timetables and the relevant pages from the pupil planner.

### **THE PURPOSE OF HOMEWORK**

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 generally recognised as having an important role in raising student achievement.

Homework serves many purposes including

- encouraging pupils to develop the skills, confidence and motivation needed to study effectively on their own. This is vital given the importance for pupils in the future of lifelong learning and adaptability;
- consolidating and reinforcing skills and understanding developed at school;
- extending school learning, for example through additional reading and stimulating an interest to extend learning within a subject. To increase pupils' awareness of the value of reading around a subject.
- encouraging pupils to use resources available outside school to foster independent learning habits
- sustaining the involvement of parents and carers in the management of pupils learning and keeping them informed about the work pupils are doing;
- managing particular demands, such as preparation for controlled assessments.
- to provide teachers with a diagnostic tool to help assess and plan for individual needs
- to enable pupils to demonstrate understanding of work covered in class
- to enable pupils to carry out research for information for future lessons

### **THE AMOUNT OF HOMEWORK APPROPRIATE FOR PUPILS OF DIFFERENT AGES**

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.

Good practice suggests that the amount of time which should be spent by pupils at secondary schools, on average, on homework or preparation for controlled assessments, should fall within the following ranges though some flexibility must be allowed:

Years 7 and 8, 45 to 90 minutes per day

Year 9, 1 to 2 hours a day

Years 10 and 11, 1.5 to 2.5 hours a day

Our homework timetable framework suggests that the amount of homework set in Kingshill should be:

Year 7 between 4 and 6 hours per week

Year 8 between 5 and 7 hours per week

Year 9 between 6 and 8 hours per week

Years 10 and 11 around 10 hours every week

As long as subjects adhere to the guidelines laid down in the Homework Timetables then we should be setting broadly appropriate amounts of homework each week.

### **HOW HOMEWORK WILL BE PLANNED AND CO-ORDINATED SO THAT THE DEMAND ON PUPIL'S TIME IS CONSISTENT AND MANAGEABLE ON A DAILY BASIS**

To ensure that the total amount of homework set for pupils either daily or weekly is consistent and manageable for them on a daily basis staff are asked to adhere to the arrangements detailed in the Homework Timetable for the relevant year group. This should ensure that pupils are not required to work in a way which gives them too much to do on some days and too little on others. Where possible deadlines should be set that enable pupils a sensible amount of time to research and complete tasks set. Next day deadlines should be avoided unless absolutely essential (the exception being Maths where homework is usually set for completion by the next lesson). Time should be allowed when setting homework for details to be fully and accurately recorded in the pupil's School planner.

Meeting homework deadlines is not always easy for some pupils, particularly if they are expected to help at home, for example looking after younger siblings, or have weekend jobs. They should not be excused homework, but may need extra help with strategies to manage it. It is very important that homework arrangements, including sanctions for not completing it, should be consistently applied so that all pupils see the arrangements as fair. Each faculty should decide on the precise details of how to implement such arrangements and these should be made clear to pupils at the start of the year. Early intervention through contacting home, usually through a telephone call, should be prominent in all such arrangements. In the same way incentives and rewards for the completion of particularly praiseworthy pieces of work should be given in accordance with the school policy.

### **RESPONSIBILITIES**

#### **THE ROLE OF THE PUPIL**

- To listen to homework instructions in class.
- To copy down instructions for the task and deadline date into the homework diary.
- To ensure that homework is completed and handed in to meet the deadline.
- To attempt all work and give their best.
- To inform the class teacher of any difficulties.

## **THE ROLE OF THE FORM TUTOR**

- To include homework in pupil mentoring where appropriate.
- To see that homework is being set and recorded.
- To check that the planner is being signed by the parent/guardian.
- To note and respond to any comments written in planners by parents.

## **THE ROLE OF THE CLASS TEACHER**

The class teacher controls the direction of homework and the nature of tasks undertaken.

The teacher will:

- Set homework according to the timetable.
- Provide the stimulus for its successful completion.
- Give full and comprehensive instructions.
- Set deadlines for completed work and ensure that they are met.
- Where appropriate mark and return homework promptly.
- Provide help and support as necessary.
- Inform the Faculty Head, Form Tutor and Head of Year (as appropriate) when problems arise.

## **THE ROLE OF THE HEAD OF FACULTY**

- To seek to enhance the quality of homework set.
- To monitor and evaluate homework policy within their curriculum area on a regular basis and at least once per year for each year group following the relevant calendared Learning Trail.

## **THE ROLE OF PARENTS AND CARERS IN SUPPORTING PUPILS**

The role of the parent is crucial if a child is to gain success from homework. To reinforce its value through positive feedback will give students the confidence to persevere, work hard and reach high standards of achievement.

Parents and carers should be encouraged, as far as possible, to:

- provide a reasonably peaceful, suitable place in which pupils can do their homework or help pupils attend other places where homework can be done, such as homework clubs or study support centres;
- make it clear to pupils that they value homework, and support the school in explaining how it can help them make progress at school;
- encourage pupils and praise them when they have completed homework;
- expect deadlines to be met and check that they are.
- Negotiating with their son/daughter when homework is to be done as a pupil's free time is important too.

- Checking the time spent on individual tasks.
- Ensuring that outside clubs and activities do not hamper a pupil's quality of work and put them under undue pressure.
- Checking presentation and content of all homework being returned to school.
- Signing the School Planner each week.
- Providing the school with information about any problems through the School planner or by contacting the school directly.

## **HOMEWORK AND STUDY SUPPORT FACILITIES**

Not all homework is done at home; in fact, for some pupils 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. To facilitate this Kingshill is able to offer staffed after-school Homework Club facilities on 3 evenings per week (currently Tuesday, Wednesday and Thursday) between 3.10pm and 4.10pm. Staff are asked to bear these details in mind with regard to those pupils who may need to use this facility in completing homework tasks.

## **APPROPRIATE TASKS FOR HOMEWORK**

Homework enhances pupil learning, improves achievement and develops pupils' 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.

Homework tasks can involve a wide range of activities including, independent learning, consolidation of work in class, practice - learning by doing, preparation for controlled assessments, research, reading, interviews, drawing, using ICT, recording In KS4 the completion of past GCSE questions will often used for homework.

Homework activities with assessment criteria should be incorporated into the planning for each subject. Tasks should have a clear objective, linked to study programmes. Staff should be careful to ensure that homework time is not regularly used simply for finishing off work carried out in class. This can often place too heavy a burden on some children and too light a demand on others.

Homework should not be ICT dependent so that we do not discriminate against those who don't have access to such facilities from home. ICT facilities, including internet access are available in the Homework Club sessions outlined above.

Homework tasks should be an integral part of the Scheme of Work and should not be seen as a bolt-on, time-filler set at the end of the lesson. Ideally homework tasks should be set well in advance and in some curriculum areas it may be appropriate to do so through the provision of termly Homework Task booklets. Consideration should be given to setting homework tasks at the beginning of a lesson or during its development and not to be consistently set at the end of the lesson.

An awareness of specific students' requirements is essential. And whilst many homework tasks will be differentiated by outcome, different tasks should be set for different groups of pupils on occasions. It is a good idea to provide scaffolding for written tasks for pupils to use if they wish.

## **FEEDBACK FOR PUPILS AND PARENTS.**

If homework is to benefit pupils' learning they must be given prompt and appropriate feedback on what they have done. Parents/carers have a role in encouraging and praising children for the effort which they have devoted to homework but pupils look mainly to teachers for a response on the quality of their work. Each faculty will have their own arrangements for the marking of homework and for feeding details of the results back to pupils and parents. Whilst it is unrealistic to expect all homework to be marked, as a general rule all books should be marked a minimum of twice per 6 week period (term). Informal feedback should be given as soon as possible after each homework and this may be the result of the use of any of a range of Assessment for Learning techniques including peer/self assessment. In the case of 'learning' homework feedback would usually be given during the following lesson.

Reviewed by A Thomas July 2011 (Date)

Adopted by Governors \_\_\_\_\_ (Date)

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