

WEALD SCHOOL HOMEWORK POLICY

The Purpose of Homework

- To encourage pupils to develop the skills and motivation needed to study effectively on their own, leading to independent learning.
- To promote confidence in the way pupils learn.
- To consolidate and reinforce skills and understanding developed at school.
- To extend and confirm school learning, for example, through additional reading.
- To sustain the involvement of parents and carers in the management of pupils' learning and keep them informed about the work pupils are doing.
- To manage the particular demands of coursework at GCSE and Advanced Level.
- To revise for written examinations

The School, in line with the DCFS, Recommends:

Years 7 and 8

70-80 minutes a day. Nearer the former in Year 7, the latter in Year 8.

Years 9, 10 and 11

1½ to 2 hours a day. Nearer the former in Year 9, the latter in Year 11.

'Independent Study time' for Years 12 and 13

A minimum of 4 hours per subject per week in Year 12, rising to 5 hours per subject in Year 13.

There is an expectation that some of this work will be completed in school time during study periods.

Organisation

- Every student at The Weald can expect to be given homework on a **regular** basis. Students at KS3 will be set homework less regularly than at KS4 and KS5 to reflect the timings above, and the volume of students taught by a teacher at each Key Stage. Core subjects would be expected to set homework more often at KS3 than non-core, with greater equity at KS4. However, the regularity of homework should reflect the teacher's ability both to set meaningful tasks that meet the objectives above, as well as the ability to provide meaningful feedback. Therefore, for non-core subjects this may be fortnightly, rather than

weekly, due to the volume of students that they may teach.

- Departments should ensure that homework is embedded in schemes of work, and form an integral part of the learning process rather than a bolt-on. Subjects may choose to set one longer project (over a period of time) rather than separate tasks. Teachers will break these down into smaller sections particularly for younger pupils, ensuring that there are regular 'progress-checks' (see Role of the Teacher').
- It is the responsibility of the Head of Department / Faculty to check and ensure that the departmental policy on homework and marking is being fully implemented by every teacher in the department.
- Coursework and revision will sometimes replace normal homework in some years at some times of year when appropriate. Pupils gain confidence towards GCSE.

The Role of Teacher

- It is the duty of every subject teacher to set clearly defined tasks which are integral to departmental schemes of work. Where possible teachers should share homework tasks.
- A variety of tasks, not necessarily all written, should be set. Project work is likely to use the VLE and the homework website to aid organisation of these tasks.
- Homework should be differentiated by ability - this may take the form of 'stepped' tasks that meet the requirements of different target grades/levels, or may be open-ended, where the student, with the teacher's guidance, sets themselves targets to achieve based on prior performance. The concept of 'more homework for more able' should be avoided.
- Homework should be marked and returned promptly to students, usually within 10 school days.
- Homework should be marked as part of the Assessment, Recording and Reporting system using the school marking policy. Marking of homework should be formative, rather than summative, and it may be that will teacher provide a longer formative comment after a number of tasks have been completed, allowing for a more coherent reflection on the students' performance.
- Homework tasks should complement and bear relevance to work done in lessons.
- Subject Teachers should ensure that time is taken to explain each homework task, and ensure that supporting materials are posted on the homework website, where applicable. Tasks set should be written on the board, and students should be given the opportunity to ask for clarification if necessary.
- Subject Teachers should insist that every piece of homework is recorded on the appropriate page in the Home/School Diary or Planner
- When longer 'projects' are set, staff should be flexible in their approach, providing a plan of what should be completed each week for younger/less organised/less able students, but should ensure that 'progress checks' are built in to enable feedback is given, to ensure that students are 'on the right track'
- It is expected that teachers will normally allow a minimum of 3 days to

complete homework

- When deadlines are missed, the teacher will apply sanctions in line with school policy

The Role of Pupils

- To write all homework clearly in the homework diary (or to record when Homework is set on the website).
- To ask all the teachers for clarification if the homework is not understood.
- When a number of tasks are set to cover the ability range, to ensure that they tackle the task that is most appropriate for their ability.
- To complete all homework by the deadline set.
- To work on projects from the day they receive them and plan their time so as not to leave the work until the last minute.
- To read teachers' comments carefully and act on any targets set.
- To talk to their form tutor and parents about any problems they are experiencing.

The Role of the Form Tutor

- To give personalised help to pupils in order to help them organise their homework and gradually become more independent.
- To ensure, at the beginning of every year, that each student in the form is given a Home / School Diary and is introduced to the Homework Website.
- To monitor the setting of homework, to ensure that students receive an appropriate load
- To ensure every student has their diary in school every day.

The Role of the Director of Learning

- To monitor the frequency and quality of homework set across their key stage
- To monitor the extent to which diaries and the Homework website are being effectively used.
- To ensure that suitable study facilities and resources are provided for students in school, including subject specific facilities where appropriate.