



MALET LAMBERT SCHOOL
POLICY STATEMENT
HOMEWORK

Completed by:	S Logan Deputy Headteacher
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1. Aims

This policy is intended to establish the school's commitment to homework as an aid to pupil learning and continuous improvement. In doing so it is necessary to:

- Define the term "homework"
- Clearly elucidate the benefits of "homework" for teachers and pupils
- Identify "homework" expectations for teachers, pupils and parents

Homework can be defined as any activity or exercise related to the school curriculum which pupils undertake in addition to timetabled classroom. These activities can take many different forms including written exercises, research, planning or creative activities, independent reading or group work. All the homework will be defined under two titles exploration and reflection.

Exploration

The pupils look forward and prepare for the next lesson; this will form a significant part of the learning in the next lesson and therefore is important for pupils to complete well.

Examples of this could be:

- reading – let them know that what they are reading will be used in the next lesson
- writing – preparing for the next lesson; what they write will be used to present to class or develop further
- preparation – this could be a speech, a short presentation, an argument or something similar
- research – they need to find some information which will be used in the next lesson somehow

Reflection

This is about remembering what the pupils have already been taught and practising key skills in readiness for moving forward. Examples of this could be Remembering words, facts, details, sequences or rules.

- Answering questions based on work covered in class
- Using web-based materials
- Applying learning from lesson in a different context
- Past paper revision

2. Policy

The school will ensure that appropriate homework is set for all pupils according to the aims outlined above. All academic departments will devise an **individual subject guidance** plan in accordance with this policy. Any homework set will be allocated on a due date and then marked and checked within a suitable time so that the benefits of the homework are identified by pupils and staff. School planners and Doodle will be used to record homework. All parents and pupils have a login in to the Doodle homework web based platform enabling them to track their homework and manage their time.

Expectations

We expect teachers to take into account the varying needs of pupils when setting homework. By doing this they will ensure that the homework is appropriate to the needs of each pupil in order that every pupil has the chance to succeed.

The school curriculum follows the guidelines of the National Curriculum and allocates time to subjects depending on whether they are core or foundation subjects. Homework activities should also reflect this and the core subjects of English, Maths, Science will occupy a higher proportion of the pupils' time than their other subjects.

In addition to specific tasks set by their teachers, pupils should be aware that as a basic requirement they should check their exercise books to ensure that classroom tasks have been completed, key questions from staff have been answered, read through notes to ensure that they have understood the concepts covered in class and are ready to move on to the next stage of the topic and learn key words and any technical vocabulary of the subject. This in itself ensures that a pupil never has "no homework". There is always appropriate reading to do.

Parents can also support the school by encouraging pupils in independent reading, fictional or non-fictional as this is invaluable in promoting good use of language, sentence construction and spelling as well as improving general knowledge and generating intellectual curiosity.

Teachers should provide guidance to pupils regarding expectations of independent work.

Homework tasks set by teachers are never optional and the school's expectation is that all pupils will complete homework tasks to deadline and to a standard that at least reflects their academic ability and competence. Individual departments will agree the sanctions that will be imposed for non-completion of homework and these will be made clear to pupils and parents.

Parents are asked to support teaching staff by checking planners and SLG regularly and responding to teachers comments in the planner and/or adding comments if desired.

SLT, Subject Leaders, Heads of House and House Leaders will sample check planners regularly and report any issues raised by their scrutiny to the Deputy Headteacher who will follow these up with departments or individual staff where necessary.

Pupils and parents should be aware that the completion of homework and the pupil's attitude and commitment to it will contribute to the pupil's overall academic record and form part of the formative assessment and school report.

All homework will be recorded electronically using Doodle to allow pupils workload to be monitored.

Homework should be marked in line with school and department marking policies. Doodle in some instances provides instant feedback and marking. **Guidelines for Departments** At Key Stage 4 and Key Stage 5 the completion of coursework, practice of skills and independent reading is likely to be dictated by the demands of the exam course, as mentioned before and it is therefore impossible to set out specific time allocations. Subject leaders should however be aware of the workload of pupils and set appropriate deadlines for completion that allow pupils to plan their time and distribute it fairly across all subjects.

It is at Key Stage 3 that many of the workload habits for the future are laid down and regular homework and feedback not only informs progress but instils good working practice. Homework tasks must be meaningful and related to the classroom activities but should also generate interest in the pupils and motivate them to produce work of a high standard. Feedback needs to be immediate or at least soon after the task is completed so that pupils can see that their efforts are acknowledged and worthwhile. This means that a pattern of homework and marking must be established by the department and the teacher so that time is allocated for marking books, for both verbal and written feedback and for classroom follow-up where appropriate.

In general however the expectations for homework at Key Stage 3 are that Core subjects will set a constructive homework task once a week. The format of this will be decided by the department but the setting and deadline days will depend on the individual timetable. The work will be marked or checked soon after submission and pupils will be made aware of the teachers marking policy in this respect.

Foundation subjects have less timetable allocation than core subjects and in many cases only one period per week so clearly the demands on pupils' time and the marking commitment for teachers cannot be the same as for the core. These subjects will set homework when there is a specific learning purpose or an assessment focus.

It is not always possible, or sensible, for subjects to set written tasks e.g. PE or Music but pupils should be set goals to practice skills or carry out research and teachers should check the completion of these set tasks and use to assess progress.

The school believes that these arrangements are commensurate with the aims of this policy as well as allowing time for the reading and consolidation programme already described and the personal development of pupils.

Positive Approach

In lessons where homework is being handed back to pupils or homework is being tested then teachers should make it clear to pupils that for that specific lesson pupils will be awarded their ***progress merit*** for reasons that are specifically linked to the homework. Homework completion records must be maintained by the teacher to allow them to give informed judgements as part of the schools reporting to parents.