

Homework Policy

Policy Statement

This policy sets out our beliefs, strategies and procedures to ensure a consistent and coherent understanding of how and why we set homework and how we support students to achieve their best.

Aims and Principles

At Cirencester Kingshill School we want all our students, regardless of their starting points, to make outstanding progress and achieve grades that will provide them with the best possible opportunities post-16. This policy outlines how we intend homework to be delivered effectively and to ensure our students are challenged to work and think as hard as they can. This policy is based on the belief that everyone's intelligence can be grown or developed with persistence, effort and a focus on learning.

1. Our Beliefs

We believe that homework plays a vital role in reinforcing and extending the learning that takes place in school. It provides students with the opportunity to consolidate their understanding of key concepts, practice recalling core knowledge and foster a sense of responsibility. Homework is linked to our **Pride** STEP, as we encourage students to make a strong effort and take pride in the work they produce independently at home.

Research collated by the Educational Endowment Foundation has found that homework, if carefully set and considered, has a positive effect on student attainment (5+ months of progress). Findings state that it is the quality of homework that is more important than the quantity.

Homework Grid:

To help manage student workload, homework is set weekly or termly with one week given to complete. Giving one-week deadlines avoids the need for a whole school homework timetable which subject specific requirements.

Subject	Key Stage 3	Key Stage 4
<i>English, Maths, Science, MFL, Humanities</i>	<i>Set weekly with the deadline of a week</i>	<i>Set weekly with the deadline of a week</i>
<i>Design Technology</i>	<i>One project homework set each term</i>	<i>Set weekly with the deadline of a week</i>
<i>Art</i>	<i>Set termly</i>	<i>Completion of coursework as required</i>
<i>Photography</i>		<i>Completion of coursework as required</i>
<i>Drama</i>	<i>One project homework set each term</i>	<i>Weekly rehearsal and/or knowledge tasks</i>
<i>Music</i>	<i>None set</i>	<i>Weekly rehearsal and composition tasks</i>
<i>RE</i>	<i>None set</i>	<i>Set weekly with the deadline of a week</i>
<i>PSHE/Respect</i>	<i>None set</i>	<i>None set – non-examined subject</i>
<i>Computing</i>	<i>Set once a term for the end of unit test</i>	<i>Set weekly with the deadline of a week</i>
<i>GCSE PE</i>		<i>Project based but at times set weekly with the deadline of a week</i>
<i>BTEC Sport</i>		<i>Project based but at times set weekly with the deadline of a week</i>
<i>BTEC Enterprise</i>		<i>Project based but at times set weekly with the deadline of a week</i>
More subject specific information is available on the school website: Curriculum - Cirencester Kingshill School		

How we further support students

All students should be supported to ensure they can complete work outside of school and are not disadvantaged because they lack the necessary resources at home. A supervised after-school homework club runs three times a week in the school library and twice a week at lunch-times to provide help with tasks and access to computers, texts and a printer. Laptops may also be loaned to students.

Homework is one of our Active Minds elements (see Teaching and Learning policy) and in tutor times, assemblies and our daily bulletins we promote the benefits of independent study and communicate why we believe homework to be important. In Key Stage 4 we train students how to revise effectively for examinations.

Homework should not:

- Take longer than one hour to complete at KS4 and 45 minutes at Key Stage 3
- Be a penalty for poor performance or issued as a sanction
- Require learning materials or resources that are not readily available to all students. The exception will be KS4 option courses when it is a clear requirement of the course and has been arranged previously.
- Be left to a student to decipher. A clear explanation of the task should happen in the lesson before it is set.

2. Our Processes and Systems

Homework is recorded by teachers in Edulink so that students and parents can clearly see what is set and when it is due. Students are encouraged to tick when homework is completed so that they can manage their time efficiently.

2.1 Rewarding our Students

Teachers will recognise when students are regularly producing high quality homework. They will use the school rewards system which is recorded through Edulink. This contributes to the rewards that are celebrated in tutor groups, assemblies, by the headteacher and at more formal presentation events.

2.2 Sanctions for Not Completing Homework

Homework is reported separately to behaviour and recorded as its own category in our UP strategy.

- **Stage 1** – If a student fails to complete homework by the deadline, they are given the opportunity to hand it in following day.
- **Stage 2** - If the student fails to complete the homework by the extended time they will then be sanctioned with a 10-minute detention (break or lunch whichever is most convenient to the teacher.) During this detention the student completes some homework, and the teacher also has the opportunity to work out if there are any issues associated with getting homework completed (access to computer/resources etc). This is entered into Edulink as a missed homework.
- **Stage 3** - If the student fails to complete homework again the teacher informs the subject leader and informs parent. On Edulink the teacher selects: 'Failed to complete homework on multiple occasions'.
- **Stage 4** – For further persistence (x4) of not completing homework HOF to issue Senior detention/HOF call home to parent – HOY informed.

This is reset at the end of each term.

3. Our Strategies

3.1 As teachers, tutors and professionals in the school:

- We set homework according to our faculty guidelines – once a week for most subjects.
- We plan intentional homework which links with the schemes of work, knowledge organisers and is designed to help students remember more core knowledge.
- We notice when students are making excellent and sustained efforts with homework and use the reward system to recognise this.

- We follow the sanctions process when homework is not completed.

3.2 As Heads of Faculty, Heads of Year and Senior Leaders:

- We ensure that homework is being set according to faculty guidelines.
- We ensure that students who may struggle to complete homework are supported to remove barriers.
- We have a clear overview of each faculty, year and whole school in terms of the rewards and sanctions awarded for homework.
- We analyse data to spot trends and plan training, assemblies and meetings to ensure homework achieves the aims, principles and beliefs set out in this policy.
- We listen to the voice of the students and parents should a complaint arise to seek a resolution that is fair and proportionate to all.

3.3 As headteacher:

- The headteacher is responsible for reviewing and approving this policy.
- The headteacher will monitor the implementation of this policy.

3.4 As parents/carers

- You ensure that your young person has the necessary facilities to complete homework/revision and encourage them to complete it to the best of his/her ability and on time.
- You respect this policy and encourage your young person to do the same.
- You make us aware of any factors which may result in your child not being able to complete homework over a period of one week or more.
- You review the Edulink account for your child and ask questions about their homework, taking the time to celebrate the successes.

3.5 As Trustees

- They ensure our expectations set out in this policy meet guidelines and is morally acceptable.
- They review the Unlocking Potential data and use link visits to ensure the school is applying policies, strategies in line with our core beliefs.
- They make sure staff receive adequate training to fulfil their roles and responsibilities.
- They hold the headteacher to account for the implementation of this policy.

4. Support for students

This list is not exhaustive, but the following support is available:

- Support as required and identified by their tutor
- Opportunity to attend Homework club
- Rewards
- A designated Unlocking Potential Lead if more help is required.

Linked Policies and Key Documents

This policy should be read in conjunction with, and has been informed through, reference to:

Teaching and Learning Policy

Assessment and Reporting Policy

Pupil Premium Policy

Special Educational Needs Policy

Department of Education's 'Teachers' Standards' Equality Act (2010)

When teaching, the backgrounds of all students is considered, so that sensitive topics that need to be taught are appropriately handled. The school works to comply with the relevant provisions of the Equality Act (2010), under which religion and belief are protected characteristics. Provisions within the Equality Act (2010) allow the school to take positive action to deal with disadvantages affecting one group because of a protected characteristic.

Students with Special Educational Needs and Disabilities (SEND)

Teachers are accountable to the Teachers Standards. We ensure our teaching is inclusive and meets the needs of all our students, including those with SEND. The school is mindful of preparing for adulthood outcomes, as set out in the SEND code of practice, when preparing for those with SEND. For some students there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages.

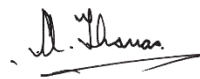
CIRENCESTER KINGSHILL SCHOOL

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Reviewed by: Trevor Lee, Deputy Headteacher

Date: January 2025

Adopted by Trustees: 14 January 2025

Signed:  _____

Date: 17 January 2025

Next Review Date: January 2026