



Striving for Excellence

Cirencester Kingshill School

Head: Christine S. Oates

CIRENCESTER KINGSHILL SCHOOL

HOMEWORK POLICY

This Policy should be read in conjunction with the Curriculum Policy, the Feedback Policy, School Discipline and Behaviour Policy, Key Stage 3 Curriculum Booklets and Homework Timetables.

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 future importance for pupils 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/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/carers and pupils.

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

Year 7 between 5 and 6 hours per week

Year 8 between 6 and 7 hours per week

Year 9 between 7 and 8 hours per week

Years 10 and 11 between 8 and 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 (the exception being Mathematics where a short homework is often set for completion by the next lesson). Homework will be posted by each teacher on the Show My Homework portal.

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 from 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. A centralized system is in operation for pupils not handing in homework that has an escalating series of contacts with home and setting of detentions. 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.

RESPONSIBILITIES

THE ROLE OF THE PUPIL

- To listen to homework instructions in class.
- To access Homework Club if they need further support with homework.
- Access the homework via the Show My Homework portal. 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 via Show My Homework.

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 strictly according to the homework timetable that has been notified to parents and pupils with regard to day and amount. This will be recorded on Show My Homework.
- Indicate an approximate time in which the work should be completed e.g. 30-40 minutes.
- Provide the stimulus for its successful completion.

- Set deadlines for completed work and ensure that they are met. Be clear about sanctions and consequences and follow up any incomplete homework as soon as possible.
- 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.
- Share excellent homework with the class to give pupils an idea of what it looks like and praise the pupils responsible for it.

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 including a review following the relevant calendared HOF/SLT Learning Walks. Findings to be included in feedback to SLT via line managers in formal Progress Review meetings (2 per year).
- Agree with faculty staff how particularly good pieces of homework should be recognised and rewarded and ensure that this is adhered to consistently.

Follow the centralized system of consequences for pupils who do not complete homework to the required standard and by the due date.

THE ROLE OF PARENTS/CARERS IN SUPPORTING PUPILS

The role of the parent/carer 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/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.
- Negotiate with their son/daughter when homework is to be done as a pupil's free time is important too.
- Check the time spent on individual tasks.
- Ensure that outside clubs and activities do not hamper a pupil's quality of work and put them under undue pressure.
- Check presentation and content of all homework being returned to school.
- Use the Show My Homework portal to check homework that is set and its subsequent completion

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 that 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 School is able to offer staffed after-school Homework Club facilities between 3.10pm and 4.10pm, Tuesday – Thursday.

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, creative writing, extended projects etc. In Key Stage 4 the completion of past GCSE questions will often be used for homework tasks.

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 if using it would enhance the completion of the homework task.

Homework tasks should be an integral part of the Scheme of Work. 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. Whilst there are occasions when such tasks might be of value avoid setting those such as cutting and pasting, producing posters or pictures or other simple exercises that appear to be just time fillers.

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

FEEDBACK FOR PUPILS AND PARENTS/CARERS

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 that 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/carers. As a general rule all books should be marked a minimum of twice every term (12 times per year). 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. Verbal praise can also be a powerful tool in encouraging pupils to give of their best. In the case of 'learning' homework feedback will often be given during the following lesson.

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Reviewed by S Pritchard _____ November 2022 (Date)

Adopted by Governors _____(Sign) _____ (Date)

Review date _____ November 2023