



Homework Policy

Summary

Woodham Academy is committed to ensuring that all students are able to achieve their potential and beyond, within an ethos of unconditional mutual respect as reflected in our school mission “Achievement for All”.

We know that high quality learning experiences for students are our core business. We recognise that high quality teaching which stimulates interest and engages students, which allows all students to make at least good progress, and which leads ultimately to successful outcomes is the foundation of these high quality learning experiences. Learning is the most important part of any lesson. Teaching must facilitate this learning through a variety of means.

This homework policy acknowledges the importance of learning beyond the classroom and has been devised in consultation with teachers, students and parents. It recognises that homework must consolidate, reinforce and extend the skills, knowledge and understanding developed in the classroom. This policy should be read in conjunction with the school teaching & learning policy.

Date adopted: June 2011

Last Review date: May 2016

Review date: Bi-annually

1. Principles:

At Woodham Academy homework is set to complement and enhance learning and is best when it is an integral part of a planned sequence of learning. It contributes towards students developing the skills to become confident and independent in their learning, skills which will be of help throughout their time at college, and in adult life.

2. Reasons for setting homework

There are several reasons why we believe that we should set all students homework:

- It encourages and helps to develop independent study skills.
- It encourages enjoyment of learning and promotes the idea that learning can, should and does occur outside college as well as inside.
- It consolidates, reinforces and extends the skills, knowledge and understanding developed in the classroom. It should be identified in departmental Schemes of Work.
- It encourages parental involvement in students' college related work and encourages a partnership between college and home.
- It allows students to accelerate their learning.
- It practises and further develops learning skills.

3. Features of effective homework

If homework is to be effective in achieving its desired aims, it will ideally have the following features:

- Be clearly explained and properly recorded in student planners.
- Be relevant and of interest to students.
- Be appropriately differentiated and fully inclusive.
- Be carefully planned and appropriately integrated with class work.

- Be structured and manageable. This is especially true with larger, longer tasks. These need to be broken down and recorded properly each week in the student planner.
- Be marked and returned within 5 school days for KS4 and certainly no more than 10 days for project based homework in KS3.
- Provide guidance to students regarding the length of time that homework should take.
- Complement and enhance classroom based learning rather than merely completing work set in class.

4. Guidelines for setting homework

Years 7 & 8	45–60 minutes per day
Year 9	1–2 hours per day
Years 10 & 11	1 1/2 -2 1/2 hours per day

The principles underpinning the college's policy are that it should be meaningful and integrated into learning. Students will be given a homework timetable. It is important to recognise the following:

KS3

- Students in years 7 – 9 will be given a homework project in one subject per week. The project will be sufficient for approximately 6 hours of work and will include a link to numeracy and extended writing.
- In addition to the homework projects students may also be expected to learn vocabulary in French, spellings in English and do instrumental practice in Music.
- Projects will be planned in advance and quality assured by an Assistant Headteacher. Homework projects will not be set for the week prior to Rising Stars assessment week so that revision tasks can be undertaken for different subjects

KS4

There will be some variation from week to week depending on topics and skills being taught in a particular subject.

- Although homework should be a regular part of planning for learning we do not encourage the setting of homework for the sake of meeting the timetable.
- The regularity of homework will vary according to the subject, in some subjects students can expect one significant piece per half term in others it will be set at least weekly.
- Where there is variety of regularity we would expect the amount of homework to be consistent over the college year.

5. Suitable homework tasks

This will vary in relation to the key stage and needs of the individual student.

Students should experience a range of different, interesting homework tasks and this might include;

- Research using books, newspapers or the Internet.
- Reading.
- Learning.
- Projects or extended assignments.
- Writing reports.
- Essays.
- Preparation for an activity – such as collecting newspaper articles.
- Making something such as a model.
- Interviews/talking to someone
- Making a visit – to a library, church, museum.
- Exam questions.
- Attending extra practices to improve practical skills.

6. Feedback on homework/assessment/formative assessment or assessment for learning (AFL)

- All homework completed by students should be acknowledged.
- The school and department assessment and marking policies indicate the nature of feedback that it is appropriate for staff to give on students' learning.
- Feedback should, wherever possible, be formative, indicating how improvement could be possible and the next steps that students need to take to improve.
- Formative assessment can involve no mark, just detailed feedback on areas to improve. This helps students to focus on how to improve their work, not the mark. Teachers who use such strategies may start lessons with quiet time to read feedback.
- Parents should be aware that homework may be marked by students themselves as part of self and peer marking programmes that form part of our Assessment for learning strategy. This will be part of a carefully

planned assessment strategy, often using assessment ladders, designed to help students to gain deeper understanding of what good answers look like and how marks are allocated. It has a significant impact on progress and attainment.

- Homework should be appropriately marked and returned to students within a reasonable time of completing work. This should be within 5 school days for KS4 and certainly no more than 10 days for project based homework in KS3.
- Teachers will keep a log of all completed homework including relevant marks.

7. Recording homework

Students

Students in KS3 will be issued with a homework timetable during the first week in September so that they know what subject will be issuing homework for each week. Students in KS3 will be expected to submit homework projects to their tutor every Monday morning during registration. KS 4 students will receive a timetable as a guide as to when homework will be set for individual subjects. **(The timetable is a guide)**. In years 10 and 11 the pressure of coursework and revision requirements can require flexibility on the part of both teachers and students. Year 11 students will receive a timetable of coursework deadlines early in the autumn term. All homework should be clearly written down by students in their planners with clear deadlines. Some students may require assistance with this. Homework tasks should be indicated in exercise books by the letters **HWK** in the margin

Staff

All teachers should record all homework that has been set, completed and marked. These sheets should be up-to-date and record the marks/grades that the students have achieved in homework tasks. In KS3 form tutors should record the completion of homework for their tutor group using the template in the shared area. Homework should be planned as an integral part of the scheme of work and have a clear purpose. Homework is better set during the lesson, as part of the lesson, rather than at the end.

Teachers should check that students understand the task and have any resources that may be needed.

Parents

Parents should comment in planners if there are problems with homework and are asked to sign planners weekly. This is checked by form tutors. In KS3 parents will be expected to sign completed homework projects and will be given an opportunity to comment. Parents will also be informed as to how they can support their child to complete the homework projects.

8. Rewards and sanctions

High quality homework will be valued and recognised through the use of the school rewards system. The following tariffs should be used to celebrate and reward students:

Amount (per ½ term)	Who	Points
Exceptional Individual homework tasks (E1 or >SP)	Teacher reward	2 SIMS points
Full half term homework completed (E1-E3 + @SP or one below SP)	HOD referral	5 SIMS points
Continual exceptional homework (E1 or >SP)	Learning Centre / LG	5 SIMS points

There is a clear expectation for all students to complete homework and to meet deadlines. However for an initial default students will normally be given 24hrs to rectify the situation if a deadline has been missed. If students know that they will find it difficult to meet a deadline, for valid reasons such as a school evening trip, exchange visit or other personal reasons, parents should inform the relevant teacher through commenting in the student planner. An agreed extension should then be negotiated.

Repeated failure to complete homework in KS4 will result in department detentions at lunchtime or after school. Serious failures to comply with the policy will result in a referral to the Learning Centre and an after school detention. Parents will be informed through planners, a letter or phone call of failure to produce homework.

The following sanctions should be applied:

KS3

Amount (per ½ term)	Who	Points
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Failure to hand in KS3 homework project on time	Tutor conversation Note in planner	
2nd failure to submit project for the revised date	Letter home Learning Centre referral	1 SIMS point
3 failed deadlines in a ½ term	Learning Centre referral	2 SIMS points
4 failed deadlines in a ½ term	Learning Centre referral	3 SIMS points
Regular E5 homework	Teacher sanction Learning Centre referral	1 SIMS points

KS4

Amount (per ½ term)	Who	Points
2 failed deadlines	Teacher sanction	1 SIMS point
Regular E5 homework tasks	Teacher sanction	1 SIMS point
3 failed deadlines	HOD referral	2 SIMS points
4 failed deadlines	Learning Centre referral	3 SIMS points

9. Homework Support.

The following forms of support are available to students to enable them to complete their homework tasks to the best of their ability:

- *The learning centre* - books, computers and study areas are available. The centre is open and staffed all day including lunchtimes and after the end of the school day.
- *Woodham website* – has ideas for revision including websites.
- *Moodle VLE* – homework tasks and links to extra learning resources.
- *After School Clubs* – an extensive range of learning activities are available to students at lunch time and after school.

10. The Role of Parents/Carers:

The school seeks to work positively in partnership with all parents to help to support the learning of all students. Parents can help to ensure that homework is taking place and is as effective as possible in various ways, such as:

- providing a reasonably quiet and suitable place in which students can do their homework;
- establishing a routine for completing homework;
- making it clear to their children that they value homework and believe that it can help their children to make good or better progress;
- encouraging their children in their homework tasks;
- helping children with organisational skills required for independent study;
- expecting deadlines to be met and checking that they are;
- checking planners weekly and signing to say that homework has been completed;
- check the SIMS system and celebrate their child's success at achieving positive achievement points for completing homework.

11. Monitoring:

- Form tutors will monitor all homework through checking the student planner on a regular basis.
- In KS3 form tutors will monitor the completion of homework projects and liaise where appropriate with the Head of Department or class teacher.
- The Head of Department and Head of Year will monitor the quality of homework through work checks when exercise books are taken in and examined as part of a programme of monitoring and self evaluation.
- The Leadership Team will monitor all homework.
- KS3 homework projects will be monitored by the Head of Department and quality assured by a member of the Leadership Team.

12. Review

The Governing Body will review this policy at least every two years and assess its implementation and effectiveness. It will be reviewed annually as part of the regular review cycle.