

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

Review date: Bi-annually

Last Reviewed: September 2020

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. Guidelines for setting homework

Key Stage 3	45–60 minutes per day
Key Stage 4	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 homework in 3-4 subjects per week. In addition to this homework students may also be expected to learn vocabulary in French, spellings in English and do instrumental practice in Music.
- Homework will be planned in advance and quality assured by an Assistant Headteacher.
- Departments will set homework routines in accordance with a set departmental rota.

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 it.
- 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 year.

4. 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;

- Doodle quizzes and interactivities
- 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.
- Revision tasks in preparation for assessments.

5. Recording homework

Students

Students in Y7 and Y8 will be set homework tasks via doodle. Students in KS3 will be expected to submit homework via doodle by Monday at 9am. Students should check doodle regularly for homework tasks that have been set. Students in years 9-11 will be set homework via their class teacher. In many instances this will be via doodle. via doodle.

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. 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.

6. Rewards and sanctions

KS3

Staff will monitor completion of homework via a data entry on SIMs. This will occur weekly with staff entering data by the Tuesday after the week the work was set. Students with a missing homework mark will be picked up on Wednesday for a breaktime detention by the Head of Learning. Failure to attend or multiple missing homeworks will lead to an after school detention and a H1 point.

KS4

High quality homework will be valued and recognised through the use of the school rewards system.

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 by ringing school. An agreed extension should then be negotiated.

Repeated failure to complete homework in KS4 will result in detentions after school. Parents will be informed, via text of failure to produce homework.

The following sanctions should be applied:

H1	Failure to submit 1 piece of homework	20 minutes (per missing homework)
H2	Failure to attend H1 detention	50 minutes detention
H3	Failure to attend H2 detention	Behaviour room for 1 day

7. 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.
- *After School Clubs* – an extensive range of learning activities are available to students at lunch time and after school.

8. 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;

9. Monitoring:

- HOD will quality assure homework set by their departments.
- HOL will monitor the completion of homework by students in their year group and intervene accordingly.

10. 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.