

St Andrew's CE High School for Boys

Homework Policy

Leadership Group Responsibility:	Senior Assistant Headteacher
Review Period:	Annually
Reviewed:	Sept 2019
Next Review:	Summer 2020



1. Principles

- "Homework is not an optional extra but an essential part of a good education" 1999 White Paper Excellence in Schools.
- 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 important in raising pupil achievement.
- 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.

2. The aim of homework

Homework enables pupils to:

- Consolidate and extend work covered in class or prepare for new learning activities.
- Access resources not available in the classroom.
- Develop research skills.
- Have an opportunity for independent work.
- Show progress and understanding.
- Provide feedback in the evaluation of teaching.
- To enhance their study skills e.g. planning, time management and self-discipline.
- To take ownership and responsibility for learning.
- Engage parental co-operation and support.
- Create channels for home school dialogue

3. Expectations: How much and by whom?

Key Stage 3: as a rough guide, students can expect to spend at least 1 hours on homework each day thus at least 10 hours each fortnight.

	Subject	Average time allocated to homework
Key Stage 3	English	1 hour 30 minutes
	Maths	1 hour 30 minutes
	Science	1 hour 30 minutes
	Religious Education	1 hour
	Geography	1 hour
	History	1 hour
	Modern Foreign Languages	1 hour
	Design and Technology / Food	30 minutes
	Art	30 minutes
	Music	30 minutes
	Computing	30 minutes

Homework Projects

Homework may be in the form of a project over a period of time (e.g. over a half term), but must be differentiated and suitably challenging for the needs of every pupil, and progress checked by the teacher at regular intervals with feedback given to pupils.

Key Stage 4: as a rough guide, students can expect to spend at least 1.5 hours on homework each day thus at least 15 hours each fortnight.

KEY STAGE 4	Subject	Average time allocated to homework
	English	3 hours
	Maths	3 hours
	Science	3 hours
	Religious Education	2 hours
	Options Subjects x4 (5 lessons a fortnight)	2 hours x 4
	Other*	30 minutes

*Students will have college applications, CVs and other personal administration tasks to complete in addition to subject homework tasks

4. Setting homework

Homework should be explained and recorded on Show My Homework before the last ten minutes of the lesson.

5. Homework and study support

Pupils should log on to show My Homework regularly to check and complete set homework by the set deadlines.

Pupils are encouraged to seek support in homework tasks through a number of opportunities made available at lunchtimes and after school.

- The library is open and supervised before school, at break, at lunchtime, and after school. On certain days these times may vary. Both books and computers may be used for study support in the library.
- Homework interventions. Boys who fall behind with their homework will be encouraged to make up missing work. Initially this will be done by the subject teacher supported by their head of department through the setting of a detention slot.
- Parents will be contacted by the subject teacher should issues arise regarding the completion and standard of homework.

6. Special Educational Needs

Pupils with Special Educational needs will follow the homework timetable whenever possible. Teaching staff must be aware of special provision that might be required when setting homework.

It is important that staff:

- Ensure that homework is understood. If necessary, an adult should explain the details. Pupils should log on to show My Homework regularly to check and complete set homework by the set deadlines.
- Note any mention of homework strategy on the Learner Profile if the pupil has one.

7. Differentiation of homework

Homework must be suitably challenging for the needs of every pupil. This might include using differentiated learning intentions and success criteria for homework as well as classwork, or using an approach such as “Takeaway Homework”; thus allowing pupils to be guided towards the level of challenge to meet or exceed learning expectations.

8. Arrangements for Monitoring and Evaluating

- Heads of Faculty and Line Managers will check the regular setting of homework, the quality and appropriateness of tasks, and the consistency of marking through scheduled learning walks and book moderation points thought the academic year.
- Problems relating to the setting or marking of homework should first be referred to the Head of Faculty, and then to the Faculty Line Manager if the problem persists.
- Problems relating to the non-completion of homework should be followed up in accordance with school discipline procedures.

9. Links with other policies

- **The Learning Policy – (includes marking)**
- **Behaviour and Rewards Policy**