

NEW MILLS SCHOOL & SIXTH FORM

HOMEWORK POLICY

Revision	Authorised by	Date	Adopted by	Date
Draft	D McGloin	September 2016	FGB Min No. 15f	19/10/2016

Revision	Date	Description of Changes
Draft	September 2016	

Signed:M Cole..... Date:19/10/2016.....
Chair of Governors

“Homework is a strategy that provides students with opportunities to deepen their understanding of content and gain proficiency with their skills. It also gives students a chance to practise and review what they have learned.”

Marzano

Vision

Teachers set meaningful, relevant work that extends the learning of students within each area of study beyond the allotted curriculum time. The work is linked closely to topics that are being studied and students feel that it is both challenging and worthwhile: having a positive effect on progress and attainment whilst fostering a passion for the subject. Students develop the independent study skills and positive learning habits that are essential for success both within the 11-18 school and into further education.

The purpose of homework is:

- To encourage students to develop key skills for independent learning, such as information retrieval, planning, analysis and time management. This is vital given the importance to students of lifelong learning and adaptability;
- To consolidate and reinforce skills and understanding developed in lessons;
- To extend learning, for example through additional reading, research;
- To sustain the involvement of parents and carers in the management of students learning and keeping them informed about the work students are doing;

Key principles

1. At New Mills School our Faculty Team Leaders (FTLs), in partnership with their SLT links, are responsible for ensuring that their students achieve in line with their aspirational targets. Homework is a learning tool which FTLs will use strategically to maximise achievement
2. FTLs and their senior links are accountable to the Headteacher regarding the achievement of their students. Strategic use of homework will be reviewed as part of this accountability
3. School leadership empowers staff to use their professional judgement in setting inspiring, effective, challenging and thoughtful homework
4. The school recognises that different subjects and different teachers will use homework in different ways in order to move their students forward
5. Homework should be an integral part of the learning process not a bolt-on activity
6. The school has found that homework timetables are rarely effective and only seek to promote ineffective practice. For example, a timetable can result in teachers setting homework for reasons of process rather than learning and this can lead to homework which is tokenistic and unconnected with the ‘learning journey’. We encourage teachers to work with students to equalise their workload as students have told us through surveys that (even when we had a timetable) work is not always allocated equally across the week.
7. Some FTLs may decide that learning is best supported through the investment of teachers’ and students’ time outside of lessons in activities other than written homework.

Such activities may include sports fixtures/ training, rehearsals, performances, after school clubs etc.

8. The completion of academic school work is not the only home based learning which should be viewed as 'homework'. The school recognises that a child's involvement in scouts, ballet lessons, rugby or football club, to name a few, are all very important to a child's spiritual, moral, cultural and social development
9. Unless stated otherwise, a piece of homework is compulsory and its completion on time is expected.

Types of Homework set

Preparation

Work set for preparation will involve tasks that may vary greatly to suit a range of factors such as subject, year:

- Guided research
- Pre-reading
- Preparing a presentation
- Note making

Practice

Work set for practice will involve practising skills and qualities appropriate for each subject. Deliberate practice, where students are challenged at or slightly beyond their current capabilities will enable students to continue to develop such skills outside the classroom. Examples of the types of tasks set may include:

- Exam/Test questions
- Skill rehearsal
- Reviewing notes/learning from lesson
- Extended writing

Preparing our students for the world of work: responsibility, resilience and reflection

We want to prepare our students for a future career in a competitive environment. We aim to develop the 3Rs: responsibility, resilience and reflection in order to achieve this end. We expect our students to be able to manage a significant workload effectively. Particularly in years 10-13 we view it as the responsibility of the student, supported by families and teachers, to plan their work so that all tasks are completed on time. Where it is clear that a workload is unmanageable for a prolonged time, we will readjust homework levels for that individual/ class/ year group.

Although we will try and provide a steady flow of work it will be the case from time to time that the workload increases and decreases.

How often homework will be set

Homework should normally be set on a weekly basis unless it is a project which may be set over a longer period of time. Homework may be set at any point during the lesson but students should be given time to record it and offered the opportunity to check their understanding; research suggests that homework set early on in the lesson is more effective.

The amount of time that should be spent on homework

The Government recently withdrew its guidelines for the amount of homework that students should receive. They used to recommend pupils in the first year of secondary should be doing up to 90 minutes a night, increasing to up to two and a half hours a night for those studying for their GCSEs (Years 10 and 11).

Homework may take anywhere between 20 minutes and 1 hour and at key stage 4/5 it may take longer if required. Evidence suggests that challenging (but not too difficult), shorter (20/30 minutes) tasks are most useful. Some tasks set may require basic support or encouragement from parents and carers, but generally the work should be accessible enough to be completed independently.

Marking

1. Teachers undertake to mark homework appropriately and promptly using the school marking policy. It is acknowledged by the school that some staff members teach over 550 students per week and in these cases marking may be streamlined and may take longer to process.

2. DIRT techniques are encouraged. Books should ideally show less green (teacher feedback) than purple (student response). Lesson time can and should be used to allow students to respond to teacher feedback on homework.

3. High standards of literacy/ numeracy must be encouraged. All teachers have a shared responsibility to correct students' spelling and grammatical mistakes when they see them in line with school marking policy

The consequences of homework not being completed by students

Students who do not complete their homework will be given a warning and an extra opportunity to complete it if appropriate. Teacher records missed homework in the students' planner.

In the second instance it will be recorded electronically as a C2 and a text will go home informing parents that their child has missed their homework.

Progress Leaders will pick up persistent offenders who consistently do not complete homework in a number of subjects and decide appropriate actions.

Faculty Team Leaders will arrange homework clubs to either support or ensure that students complete homework for subjects within their faculty. A schedule for homework clubs will be agreed and published at the start of term.

Quality Assurance- how will we know that appropriate levels of meaningful homework are being set and completed?

1. Faculty Team Leaders and senior staff review books and homework as a key part of our quality assurance process, lesson observations, work scrutiny, and student voice scrutiny.
2. Progress leaders will sample, as part of their review systems, the homework 'diet' of the students in their care. They will make recommendations to FTLs where adjustments to homework loading, style or standards might be made
3. Tutors will monitor the setting of homework through scrutiny of planners
4. Parent and student views will be solicited, evaluated and acted upon where appropriate

Roles and responsibilities

Faculty Team Leaders and Assistant Faculty Team Leaders

As outlined above FTLs and AFTLs are responsible for the strategic use of homework as a tool to increase achievement and learning. This means that they are responsible for all aspects of homework policy and practice in their areas.

Students

Students are responsible for recording homework, planning its completion and submitting work that they are proud of, **on time**. Students are also expected to ask for help or clarification where required IN GOOD TIME so that they have time to complete the task. Students must make special efforts to plan to overcome potential technical difficulties (such as printers not working) in order to make deadlines.

SLT

SLT is responsible for the creation, oversight and overall effectiveness of homework policy. SLT links are responsible for supporting heads of faculty in the strategic use of homework to increase achievement.

Progress Leaders

Progress leaders are responsible for monitoring the standard to which student's record and complete homework and for evaluating the quality and levels of homework set for the students in their years.

Teacher

The subject teacher is responsible for setting meaningful, effective homework in line with faculty policy, ensuring students complete homework, marking it regularly and providing feedback to students (in line with school L&T Policy).

Parents/ Carers

Parents/ carers should support students with their homework; show that they value homework and support the school in explaining how it can help students to progress. Parents/carers should encourage students and praise them when homework is completed.

Reasonable Adjustments - Equality Act 2010

We have a duty under the Equality Act 2010, to ensure that reasonable adjustments are made to homework for some students due to their diagnosed disability or learning challenges. In such circumstances, differentiated or adjusted tasks may be more appropriate. In a small number of cases, exemption from homework may be necessary. Adjustments will be negotiated with the student at SEN review meetings and by discussions with parents and carers.