



HALL GREEN SCHOOL

HOMEWORK POLICY November 2018

Adopted:	26 November 2018
Next Review:	26 November 2019
Governing Committee:	Pastoral and Curriculum Committee
Responsibility:	Mr D Adams - Headteacher
	Mr A Simson - Deputy Headteacher
	Mr M Hosfield - Deputy Headteacher
	Mrs P Evans - Assistant Headteacher
	Mr R Slattery - Assistant Headteacher

Purpose and nature of homework

Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons. Common homework activities may be reading or preparing for work to be done in class, or practising and completing tasks or activities already taught or started in lessons, but it may include more extended activities to develop inquiry skills or more directed and focused work such as revision for exams.

Guiding principles

The best research evidence suggests that homework is most effective if:

- It is an integral part of pupils' learning in school and not an add-on
- Pupils are given high quality feedback on their work, as soon as is realistically possible after it was handed in
- It is set as needed, with a specific task or learning goal in mind, rather than merely as a matter of routine
- There is a variety of tasks with different levels of challenge
- There is an emphasis on quality rather than quantity
- The purpose of the homework is made clear to the pupils.

Studies imply that there is an optimum amount of homework of between 1 and 2 hours per school day (slightly longer for older pupils), with effects diminishing as the time that students spend on homework increases. (Given a 5 hour teaching day, this works out as 20 to 40% of teaching time)

Reference: EEF toolkit

Responsibilities

As a consequence of these guiding principles:

Teachers have a responsibility to:

- Set homework tasks of a nature and at a time that, in their judgement, will best add to pupils' learning, rather than in response to a rigid timetable (although it may suit the needs of some subjects to establish a regular routine of shorter tasks)
- Ensure that it is made clear to pupils how the work fits in with their study in school and how they will benefit from the task
- Set tasks that over time would not exceed 40% of teaching time
- Avoid setting tasks with a very short deadline (such as 24 hours) and make the time allowed longer in proportion to the size of the task
- Avoid setting tasks where the amount of time demanded is out of proportion to the amount of learning that occurs
- Ensure that the expectations of the task and the deadline are made clear to pupils in written form, using "Class Charts" and, in most cases, verbally in class.
- Ensure that there is sufficient differentiation in the task that it is both accessible and appropriately challenging to all pupils
- Ensure that pupils receive feedback on work that is handed in as soon as is reasonably possible. The timescale for returning work should be in proportion to the size of the task
- Follow up homework which is not submitted on time or is below the expected standard through the normal school procedures, as detailed below.

Heads of department have a responsibility to:

- Ensure that suitable homework is included in schemes of work and that suitable resources or ideas for homework are made available to teaching staff
- Ensure that the monitoring of the setting, quality and completion of homework is included within the normal cycle of monitoring of teaching and learning.

Senior leaders have a responsibility to:

- Support the development and implementation of homework across the School through their link departments
- Monitor the setting, marking and effectiveness of homework in their link departments
- Set the procedure to be followed by all staff for students not completing homework.

Pupils have a responsibility to:

- Consult Class Charts regularly to see what homework has been set
- Set up a schedule for completion of homework
- Complete the homework task to as high a standard as possible by the date given
- Use the homework clubs, lunchtime sessions or study support at School if they need extra support with a piece of work
- Seek support ahead of time if they feel unable to complete the work.

Role of parents or carers

Learning is a partnership between home and School. All parents/carers are encouraged to:

- Show regular interest in their child's work by creating a Class Charts account, checking it regularly and talking to their child about the work set and its relationship to what is being studied in class
- Try to provide a quiet, private space for study at home
- Encourage their child to use homework clubs or study support at school if this is not possible
- Help their child plan time effectively so that all homework is completed and handed in for marking by the given date.

Procedures for supporting pupils in developing good homework habits

Pupils are divided into 3 categories:

“Universal homework needs” – the large majority of pupils, who ought to be able to complete homework in timely fashion.

“Additional homework needs” – those pupils for whom there is no known barrier to their completing homework but who, over time and over a range of subjects, have shown a very poor record at producing homework on time.

“Complex homework needs” – those pupils where there are known barriers to completing homework, such as a home-life which does not support homework in any way or the pupil's own special needs.

Procedure for “Universal homework needs”

If homework is not completed on time to the expected standard:

- The subject teacher will issue 2 “no homework” penalties through Class Charts
- The subject teacher, at their discretion, will either give the opportunity for an extended deadline or will issue a detention where the missing work is completed.

If the homework is still not completed AND/OR the detention not attended OR the original offence is repeated two more times, then this is referred to the HOD as a stage 4. An e-mail to the HOD will be triggered by the pupil missing a third homework (with a copy to the HOH for information).

Normal departmental procedures should be followed, with the HOD keeping the HOH informed of further intervention. A “no homework” or “insufficient homework” penalty should be entered through Class Charts every time homework of the expected standard is not submitted.

Procedure for pupils with “Additional homework needs”

A list is compiled by heads of house, with input from heads of department, of pupils with the worst homework record. HOH (with input from CMC) make decisions as to whether any of these pupils face significant barriers and should be classified as “Complex homework needs”.

The list is reviewed once every half term. The criteria to be considered will be:

- Total number of homework related incidents recorded through Class Charts

- The number of different subjects involved
- The amount of intervention already completed by departments.

Any homework-related incident recorded through Class Charts trigger an e mail to the Pastoral Support Assistant and the pupil's Head of House to say that they must be collected for compulsory homework support club that day.

Once a pupil is on the "Additional homework needs" list, any issue with homework is recorded with either the "No homework" or the "Insufficient homework" button on Class Charts.

Procedure for pupils with "Complex homework needs"

The list is compiled as described above and reviewed half termly.

If a pupil does not produce satisfactory homework:

- The teacher should record this on Class Charts with "missed or unsatisfactory homework – no penalty"
- This will trigger an e mail to CMC who will arrange support for that homework to be completed. (Class Charts can be used to show which is the missing piece homework).

Further support for the completion of homework

- An "Intel event on Class Charts informs form tutors when a pupil has missed five homework's
- An "Intel event" on Class Charts informs heads of house when a pupil has missed ten homework's
- A homework report form is available for form tutors or heads of house to use at any time they feel it to be suitable.