

John Colet Homework Policy

Date Policy was agreed	July 2012
Date Equalities impact assessment completed	July 2012
Date Policy was reviewed	External review May 2012
Date reviewed by Governor Advisor	July 2012
Date reviewed by Parents	Within External review May 2012
Date reviewed by Governors	October 2012
Governors' body responsible for the review	Curriculum Committee
Senior Leadership Team member accountable for writing and reviewing the policy	Assistant Headteacher Mr P Phillips

Consultants: Homework Teacher Working Group; Mr A Tipping (Governor); Mrs C McLintock (Headteacher); External review incorporating parents' views

Monitoring and Reviewing

This policy will be formally reviewed every 3 years.
Ongoing monitoring of actions and impacts/outcomes will be

- Book Sampling schedule by SLT
- Half-termly reporting by STLs to SLT link.

Linked Policies:

- Assessment for Learning Policy
- Behaviour for Learning Policy
- Teaching and Learning Policy

Overview

Homework consists of tasks that are 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 student achievement. It is pre-planned, productive and differentiated to meet the needs of the students.

Not all homework is done at home; in fact, for some students who find it hard to learn at home, or for some tasks which may require resources (books, software, equipment) more readily available at school, it is necessary or desirable to carry out the task at school. There are homework clubs held in both IL and the Library and a schedule is published at the start of term.

Homework enhances student learning, improves achievement and develops students' 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.

Homework enables students to:

- access resources not available in the classroom.
- consolidate and extend work covered in class or prepare for new learning activities.
- 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.

Responsibilities

The role of the student:

- To listen to homework instructions in class.
- To copy down instructions for the task and deadline date into the homework diary.
- To ensure that homework is completed and submitted to meet the deadline.
- To attempt all work and give their best.
- To inform the class teacher of any difficulties.
- If absent from the class, to obtain homework from the teacher.

The role of the parent/carer;

The role of the parent/carer is crucial if a student is to gain success from homework. By reinforcing its value through positive feedback will give students the confidence to persevere, work hard and reach high standards of achievement.

Parents are expected to:

- Provide a suitable environment in which to work.
- Negotiate with the student when homework is to be done as a student's free time is important too.
- Check the time spent on individual tasks.
- Ensure that outside clubs/activities do not hamper a student's quality of work and put a student under undue pressure.
- Check presentation and content of all homework being returned to school.
- Sign the homework planner each week.
- Provide the school with information about any problems through the student planner or by contacting the school directly.

The role of the Form Tutor:

- To include homework in student mentoring where appropriate.
- To check that homework is being set and recorded.

- To check that the diary is being signed by the parent/guardian on a weekly basis.
- To note and respond to any comments written in diaries by parents.

The role of the Class Teacher:

- Set homework according to the timetable with differentiated activities where appropriate.
- Give full and comprehensive instructions and record these on the VLE.
- Set deadlines for completing work and ensure that they are met.
- Mark and return homework in accordance with the marking guidelines and record marking in their planner.
- Provide help and support.
- Inform the Subject Team Leader when problems arise.
- Issue clear guidance on the marking criteria to the students.
- Ensure absent students are able to obtain homework in order to catch up.

The role of the Subject Team Leader:

- To ensure that the quality and quantity of homework set is within departmental and school guidelines.
- To monitor and evaluate homework policy within their curriculum area.

The role of the Senior Leadership Link:

- To monitor, through work sampling, the effectiveness of departmental procedures.

Structure of Homework

Homework is set regularly over the fortnightly cycle and in line with the published homework timetable which will be issued to all students in Years 7-11 at the start of the Autumn term.

Students will be given a **minimum** of two school evenings in which to complete a particular piece as shown in the table below. Saturday and Sunday evenings will not count as part of the two days.

Day the work is set	Earliest submission day
Monday	Wednesday
Tuesday	Thursday
Wednesday	Friday
Thursday	Monday
Friday	Tuesday

Homework will not normally be set for completion during school holidays though this does not include GCSE work and revision tasks. During Key Stage 4 exam preparation and Controlled Assessment periods, it may also be necessary for teachers to deviate from the published timetable.

Frequency of Homework

Key Stage 3

For subjects with three or less timetabled lessons per fortnightly cycle, the expectation is that the class will be set one piece of homework per fortnightly cycle and there is at least one piece of either class or homework which has been marked with quality feedback every four weeks.

For subjects with four or more timetabled lessons per class in the fortnightly cycle, the expectation is that the class will be set one piece of homework per week and there is at least one piece of either class or homework which has been marked with quality feedback every three weeks.

Key Stage 3		
Number of lessons per cycle	Frequency of homework (minimum)	Frequency of quality marking (class or homework)
3 or less	Once per fortnight	One piece every 4 weeks
4 or more	Once per week	One piece every 3 weeks

Key Stage 4

Subjects with four lessons per fortnight (Option Subjects and Science*):

One piece of homework is set every fortnight and at least one piece of class or homework is marked with quality feedback every four weeks.

Subject with five lessons per fortnight (Humanities):

One piece of homework is set every week and at least one piece of class or homework is marked with quality feedback every four weeks.

Subjects with six or more lessons per fortnight (Maths, English):

One piece of homework is set every week and at least one piece of class or homework is marked with quality feedback every three weeks.

*The eight science lessons are normally split into two sets of four and therefore each teacher will set one piece of homework every fortnight and mark at least one piece of class or homework with quality feedback every four weeks.

Key Stage 4		
Number of lessons per cycle	Frequency of homework (minimum)	Frequency of quality marking (minimum)
4	Once per fortnight	One piece every 4 weeks
5	Once per week	One piece every 4 weeks
6 or more	Once per week	One piece every 3 weeks

Duration of Homework

In Key Stage 3, the homework set by each subject should last approximately 30 minutes per piece unless stated otherwise.

In Key Stage 4 the homework set by each subject should last approximately 45 minutes per piece unless stated otherwise.

Quality Marking of Homework

'At its best, marking is thorough, with supportive comments that build up pupils' confidence and clearly identify specific areas for improvement.' Ofsted

What it is quality marking?

- Comments are individual and differentiated.
 - Comments will include recognition of at least one positive aspect of the work and highlight at least one area for improvement.
 - Students need time to reflect on the comments and act upon them accordingly.
 - Literacy and numeracy must have a high profile within marking.
 - It is explained to the class how work has been marked and what notation has been used.
 - Feedback should be against the original success criteria issued with the homework.
 - Comment marking can be supplemented with oral feedback against success criteria.
 - Comments are dated and in a format accessible to the students.
- The previous marking policy (of using A-E for achievement and 5-1 for effort) must no longer be used. For all marking, whether 'quality' or not, the only 'scores or marks' given to the students should refer to NC levels or GCSE marks/grades where appropriate. Teachers may keep a note of other marks for their records but these should not be written alongside comments on student work.**

Not all class and homework will be quality marked. Where this is the case the work will be dated and initialed by the teacher. This is especially relevant in the case of project-based assignments that are set over a longer timeframe or with Controlled Assessments where written feedback is not allowed.

Specific examples of Quality Marking can be found in the Assessment for Learning Policy Appendix.

Homework Structure of the VLE

The Subject Team Leader is responsible for the content on their departmental VLE pages.

The VLE is set out in a consistent format across all departments as follows:

Subject – Staff name – Class name/Year group.

Each class/Year group will have a 'course' for each term so as to avoid very long courses that are difficult to navigate, for example:

MFL – Mr Phillips – 7B Autumn

The class teacher is responsible for inputting the details of the homework onto the VLE by the end of the school day on which it has been set.

The teacher is responsible for ensuring the following information is included:

- The due date for completion/submitting to the teacher. This will include at least 2 school evenings from the date the homework is set.
- Clear instructions for the task including success criteria where appropriate.
- Supporting resources where appropriate.

Recording of Homework Assessment Data in Departments

The class teacher is responsible for recording details of the homework in their planner. It should be noted which pieces have been 'quality marked' and which have been initialed and dated. Any NC levels/Grades should also be noted. This information should be used in conjunction with other evidence when completing the effort grades on Progress and Full reports.

The Subject Team Leader is responsible for monitoring that homework details are being recorded by their department.

Homework assessment data should also be used to inform planning by:

- Ensuring students' prior attainment and achievement is built upon.
- Identifying and focussing teaching on areas of underperformance.
- Reviewing and reflecting on strengths and areas for development of both Learning and Teaching.

Strategies for incorporating the use of homework data in the classroom include:

- Reflecting with students on their work – for example, through a review of the steps taken in an investigative homework.
- Providing time for students to reflect on their work; understand how it has been marked; identify what they have learned and to highlight areas for further development.
- Adjusting planning, evaluating the effectiveness of the tasks, exercises and resources as a result of homework.

Rewards and Sanctions

Rewards

Teachers will use their discretion to award merits for homework. There is a variety of criteria that staff may choose to reward; for work that is of a particular quality, for example or where the student has shown resilience and perseverance with a piece of work. Departments may agree on a departmental approach to the issuing of merits.

Sanctions

Homework handed in late can impact on the marking schedule of staff.

There are a number of legitimate reasons, however, why a student is unable to hand in their homework within the set deadline and therefore a student with a legitimate reason will be offered an extension to the original deadline by their subject teacher which will not incur any penalty on the student.

If, however, the student fails to submit the work by the extended deadline, they will be issued with a 30 minute after school detention with their subject teacher. It is the responsibility of the subject teacher to notify the student and their parents/carers about the detention giving at least 24 hours' notice. **The student will serve the detention even if the work is submitted prior to the detention date.**

Should the student fail to attend this detention without good reason, they will be issued with a one hour after-school departmental detention. The subject teacher must inform their Subject Team Leader of the missed detention. It is the responsibility of the STL to notify the student and their parents/carers giving at least 24 hours' notice. Again, the student will serve the detention even if the work is submitted prior to the detention date. The STL will record all departmental detentions issued onto SIMS.

The guidance below should be followed when issuing detentions to students who have missed the original teacher detention.

Actions for students who miss homework detentions

1. Non-attendance at detention for subject teacher
2. Referral to STL by subject teacher
3. Detention set by STL (after school for 1 hour)
4. If detention is not attended without good reason then referral to SLT Link
5. SLT link to issue a sanction (firstly an hour's after school detention and then if the student fails to attend this then a day in isolation and parents called in for a meeting with SLT link and STL)
6. SLT Link to inform HOY
7. If HOY hears from SLT Links about a student over 4 subjects then the HOY will meet with the student and decide upon the action in consultation with CMG.

