



# The Priory School

## Homework Policy

Monitoring	Frame of engagement	Date
Member of Staff Responsible		
Governor Accountability		
Consultation Parameters		
Information		
Date of latest version		
Date for next review (and cycle)		
Uploaded to Website		June 2016

## **Statement of Intent**

*“Homework is part and parcel of a good education – along with high quality teaching and strong discipline. “We trust headteachers to set the homework policy for their school. They know their pupils best and should be free to make these decisions without having to adhere to unnecessary bureaucratic guidance.”*

**The Department for Education 2012**

The school regards homework as an integral part of the curriculum and school experience of every student and an essential element of good education. It should be planned and prepared alongside all other programmes of learning.

A well-planned and well-managed homework programme helps students to develop the skills and attitudes they will need for successful lifelong learning. Homework also helps create in students a sense of responsibility for their own education, provides opportunities for them to reflect on their learning, supports the development of independent learning skills and provides parents with an opportunity to take part in their children's education.

Any learning activity that pupils are asked to do outside of normal lesson time can be regarded as homework. The homework task is generally related to work that pupils are doing in school, often as preparation, consolidation or follow-up.

The nature of homework set varies with the demands of each area of the curriculum and the stage reached in a particular subject at any one time. Homework should be relevant and appropriate and tasks will be matched to the age, needs and ability of the students and to the schemes of work being covered in lessons. Tasks will be varied in style and not necessarily be a written piece of work.

Tasks could include;

Reading, Listening, Watching, Researching, Drawing, Memory work, Investigating, Report writing, Drafting, Model making, Revising, Designing, Interviewing, Essay writing, Film making, Producing Podcasts/Apps. This list is not exhaustive.

Sometimes the work set will be short and for immediate completion, on other occasions it may consist of an extended piece of work to be completed over a period of several weeks which could involve working as a member of a group.

The Learning Resource Centre (LRC) is available after school each day for students and in addition a Homework Club operates in the LRC on two days offering advice and assistance to support students in completing homework within the school environment.

While considering the value of homework tasks, children also need time to relax, enjoy life and learn through experiences outside of the normal school day. There are many opportunities to learn and develop through participation in a wide range of challenging and enjoyable activities such as the arts, sport, voluntary and community activities. Homework should not unduly restrict a child's access to these opportunities to develop.

### **The Practice within the School**

#### **Students' responsibilities:**

- In the Student Planner provided by the school, students will keep a record of when homework is set, what the homework is and when it is due in
- Students must ensure that they complete homework to the best of their ability and manage their time effectively to ensure homework tasks are completed to schedule
- Students should value homework as an integral and essential part of their work, enabling them to achieve their best in individual subjects and to develop the skills and habits that will enable them to learn effectively across the curriculum
- Students' views on the Homework Policy will be sought

#### **Subject Teachers' responsibilities:**

#### **Subject staff will;**

- Encourage children to value homework by emphasising the purpose of any given task and assessing it according to agreed and shared criteria
- Set homework in accordance with whole school and academic area policy and with reference to the published Homework Booklets for Years 7 - 9
- Follow subject specific guidance on the variety, frequency and length of tasks and ensure that they are assessing work in a way that is consistent with academic area and school policy
- Choose tasks that consolidate, reinforce and/or extend class work in ways that develop study skills and independent learning strategies and, wherever practical, give students more than 24 hours to complete tasks. An exception can be made in this regard, for example where Key Stage 4 students have the same lesson on consecutive days.
- Ensure that homework is integrated into schemes of work and is differentiated according to the ability and age of students so that it is challenging but realistic in its expectations
- Monitor the use of the Student Planner and encourage strategies to enable students to organise their homework and to develop as independent learners ensure that adequate time is devoted to setting and explaining tasks prior to the end of the lesson
- Set clear guidelines for students in relation to time that should be taken to complete the homework set.
- Give students prompt feedback using appropriate assessment methods, thus helping to ensure that homework is valued and beneficial ensure that

Behaviour Logs are completed as relevant and appropriate for homework issues

### **SIF / TLC responsibilities:**

Academic areas will operate in accordance with the school homework policy and will produce an annual entry for the Homework Booklets produced for Years 7 - 9. In so doing, they will ensure that they address the following:

- The regularity, frequency and amount of homework appropriate in the subject at different times during the course (Yrs 7 - 11)
- The integration of homework into schemes of work
- The range of tasks appropriate for homework in the subject
- The encouragement of relevant independent study skills for times when homework is not formally set, to be shared with students and parents
- How feedback should be given to students about homework, with regard to school policies on assessment and target setting
- The importance of stressing the value of homework
- The establishment of clear and manageable requirements for homework
- The implementation within the academic area of the requirements for teachers detailed above
- The implementation of regular monitoring procedures to ensure that homework is set and assessed in a manner that is consistent within the subject and across the school

### **Pastoral Staff's responsibilities:**

- The Form Tutor will have an oversight of the students' completion of homework across subjects
- The Form Tutor should take an active role in the support of students in developing strategies for time management of homework. They should also address issues regarding inadequate or non-completion of homework through the monitoring of Behaviour Logs and Student Planners where appropriate.
- Where issues of academic areas setting too little or too much homework are raised by tutors, students or parents / carers, Heads of Year are expected to address these directly with the SIF / TLC or with a member of SLT as appropriate

### **SLT's responsibilities:**

#### **SLT will ensure that:**

- The policy is fully and effectively embedded within the practice of the school
- There is consistent practice within and across academic areas
- The expectation that students should complete homework punctually and to the highest standard is shared by everyone
- Homework features in the regular monitoring and evaluation of teaching and learning by senior management. Procedures for the setting and assessment of homework will be checked to ensure that there is compliance with school

policy and that homework is contributing to student progress and to the development of independent study skills.

- Views of parents, students, teachers and governors will be involved in the review of this homework policy

### **The role of parents and carers:**

Homework provides a clear connection between school and home in a child's education and development. Parents and carers can make a real difference to their child's progress at school, attitude to work and development as independent learners by encouraging positive attitudes to homework.

### **Parents / Carers should:**

- Provide a peaceful and suitable place in which children can do their homework
- Make it clear to students that they value homework, and support the school in explaining how it can help them make progress at school
- Encourage regular habits and routines for the completion of homework
- Discuss school work and homework with their children, showing interest in their work There are many ways in which parents can help their children – by, for example, testing what has been set to be learnt, listening to them read what has been written, asking them to explain what has been studied.
- Encourage them to complete homework to the best of their ability and praise them when they do so
- Use the Student Planner to check that homework deadlines are met
- Encourage their children to become increasingly independent in the completion of homework
- Contact the school promptly if they have any concerns about homework