

The Priory School



HOMEWORK POLICY

Monitoring	Frame of engagement	Date
Member of Staff Responsible	Assistant Headteacher - Data & Assessment	May 2022
Governor Accountability	Full Governing Body	
Consultation Parameters	Senior Leadership Team	
Information	Teaching Staff Parents/ carers Students	
Date of latest version		May 2022
Date for next review (3 yearly)		May 2025
Uploaded to Website		June 2022

The Priory School Homework Policy

Selfless, Self-assured, Successful

Statement of Intent

The Priory School regards homework as part of the curriculum and an element of an outstanding education. Meaningful homework should be planned and prepared alongside all other programmes of learning. We recognise the significant value of students involving themselves in activities outside of the classroom and believe that completing homework should not be to the detriment of being a well-rounded individual who has varied interests. This policy reinforces our ambition for students to be self-assured and successful students.

Agreed definition of Homework

Homework is a task assigned to students by their teachers to be completed outside of the classroom. 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 personalised to the age, needs and ability of the students.

The aims of this policy are to:

- give students, parents, carers and teaching staff an understanding of how much homework is set at each educational stage
- provide a clear outline of the type of tasks students may be set
- suggest to parents/ carers ways in which they can support their child's learning outside of the classroom
- explain the support and resources that are available to students with homework
- outline the sanctions and support in place should homework not be completed or to the required standard

A well-planned and well-managed homework programme helps students to develop the skills, attitudes and disciplines they will need for successful learning during their school career and beyond. Homework can provide opportunities for students to reflect on their own learning, supporting the development of independent learning skills and reinforcing positive attitudes to work.

The role of parents/ carers

Homework can provide parents and carers with an opportunity to take part in their children's education and give an insight into their learning. It is advised that parents and carers support their children in establishing good homework routines and provide an appropriate space within the home where this learning can take place. However, there is no expectation that parents support their children with the academic content of homework; teachers will provide this.

The quantity and nature of homework

In the first half term of Year 7, very little homework will be set in order that students can focus on acclimatising to secondary school and not become overwhelmed. As the Key Stages progresses, so will the quantity of homework. By Year 10 and 11, students should expect an average of one hour's homework per subject, per week, alongside focused revision for GCSE.

Homework tasks should develop in students the following key skills for independent learning:

- Retrieval practice
- Revisiting prior learning
- Reflection
- Rehearsing
- Research
- Revision
- Redrafting
- Reading

Support and Resources

All homework tasks should be differentiated, so that there is the opportunity for stretch and support. We do not adopt a 'one size fits all' approach when it comes to homework. Personalised homework tasks should be outlined on Arbor to suit the needs of the student alongside clear timings for tasks.

The School uses Arbor, which allows students and parents to view homework tasks, and deadlines via the internet; Year 7 students and parents receive a login in September. All students are provided with a school planner each half term in which they are to make a clear plan of how they are going to manage their time outside of school in terms of homework and extracurricular engagement. Consistent use of Arbor is essential in a student successfully managing their homework responsibilities and accessing relevant resources. In homes where access to technology is limited, parents should let their child's form tutor know so that we can support that child accordingly.

The Library is available after school Monday - Thursday for students and in addition, a Homework Club operates offering assistance to students in completing homework within the school environment.

Expectations and Sanctions

Homework deadlines are issued to students when homework is set, along with guidance as to how long a task might take; recorded on Arbor. Details of homework set should be clear and timely, and instructions iterated during the lesson as well as being recorded online. Where possible, homework should be set within a timeline that incorporates a weekend. If a student fails to meet a homework deadline, a departmental, 30 minute after school detention will be issued (every sanction is applied in context and made with professional judgement) where the expectation is that the homework is completed. If the homework is felt to be insufficient or incomplete, school sanctions will also apply. Within the academic detention, students will reflect on the reasons why a homework task was not completed with a view to the child's form tutor putting into place any additional support that may be needed. Parents and carers are informed of after school detentions electronically 24 hours in advance of the detention sanction. Rewards will be regularly used with students to motivate and reward.

If homework impacts upon a child's wellbeing, we expect the parent/ carer to communicate this to the classroom teacher or Form Tutor in advance of the homework deadline so that the necessary support can be put in place. Equally, if homework does not suit the ability of your child, we expect the student, or the parent/ carer to tell us this so that we can address this.