

Homework Policy

“What does the Lord ask of you? To act justly, to love mercy and to walk humbly with your God.”

(Micah 6:8)

Statement of intent

In our school, our Christian vision shapes all we do. All members of the school community are committed to upholding the St Michael's Church of England Christian values:

- to show love, care and kindness to all in our community
- to value what we have and to share with others
- to enable everyone to achieve their full potential

At St Michael's Church of England High School, we believe that homework plays an important part in a child's education.

The benefit of doing homework must be instilled so that independent study can be achieved.

We are also aware that children have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We will give careful consideration to making homework well-balanced across the school.

Aims

St Michael's Church of England High School's Homework Policy aims to:

- develop a consistent approach to homework throughout the school
- make sure that teaching staff, parents and pupils are aware of their responsibilities with regard to homework
- ensure that parents have clarity on what their child is expected to do
- encourage pupils to develop the responsibility and self-discipline required for independent study
- support pupils' learning experiences via revision and reinforcement
- work with parents and involve them in their child's learning and to keep them informed about the work their child is covering
- use homework as a tool for raising standards of attainment
- improve the quality of the learning experiences by extending it beyond the classroom
- give pupils further practice and deeper understanding of skills, knowledge and concepts learned during the school day

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

1. Why is homework important to us?

1.1 The ability to think and work independently is a skill necessary for any young person to flourish when entering higher education and the modern work place. It is also essential for their emotional and mental wellbeing. Young people need to be confident that they know how to organise themselves to meet deadlines, that they can be resourceful in finding and assimilating information and that they can do tasks without adult supervision. Students who have these skills are more confident, more relaxed and better prepared when sitting their exam: consequently going on to achieve better grades. Homework is a key tool in helping young people acquire the skills and knowledge that they need for the next steps in their education/employment.

2. What are the aims of our homework policy and practice?

- To help students learn how to work hard independently, giving them the satisfaction of knowing that they can be successful by and for themselves.
- To ensure that students have the opportunity to explore and develop creative ideas away from the constraints of the classroom.
- To help students develop good working habits ready for revising for exams.
- To allow teachers to spend more time in the classroom extending and assessing students' understanding.
- To allow students more practice time on the areas of study that they need to develop so that they can perform well in public exams with greater confidence.
- Students can show teachers what they can do independently.

3. Principles underlying the policy

- Students must take full responsibility for their homework and should be supported by their parents/carers.
- Homework should be issued in appropriate quantities and completion dates should be both clear and reasonable.
- Homework should be a carefully planned and an integral part of course work, it should not be seen as an "add-on" or a dispensable extra.
- Homework should match the needs and abilities of pupils.
- Homework should promote opportunities for consolidation and extension and enrichment.
- Homework should be related to progress; homework can be set that addresses areas of weakness not necessarily current work.
- Homework should be stimulating and challenging.
- Homework should involve all members of each year group.
- Homework should not be restricted to certain subject areas. It should reflect the breadth and balance of the curriculum.

4. How much homework should our students get?

Year group	Number of subjects	Approximate length of homework per subject per week	Weekly homework expectations
7	13 (not including AR)	15-30	A minimum of 3 hours
8	13 (not including AR)	20-30	A minimum of 4 hours
9	13 (not including AR)	20-40	A minimum of 4 hours
10	7 (English and Science incorporate at least two GCSEs)	1-1.5 hours	A minimum of 7 hours
11	7 (English and Science incorporate at least two GCSEs)	1-1.5 hours	A minimum of 7 hours

- 4.1 If homework is to be set for the next day, care needs to be taken in order for students to have the opportunity to organise their homework around their after school activities. Teachers may decide to set a project over a few weeks so that students can do their homework a step at a time.

5. What types of homework might be set for students?

- 5.1 Below are some examples that departments may set as homework, it is not an exhaustive list.

- Reading and preparing a text for an upcoming lesson
- Completing quizzes on Doodle
- Making revision materials
- Revising key information for a test
- Research that will be used for an activity in the next lesson
- Completing exam questions and past papers
- Completing activities on computer programmes such as mymaths
- Learning how to spell key vocabulary and their definitions
- Reading a section of a text
- Making a model
- A creative piece of writing
- Watching a documentary and reporting back on it

6. How will homework be set?

- 6.1 Time will be allocated in lessons to set homework in order for students to record it in their planners and ask any questions about it. Students will be given a realistic deadline for each piece of homework. Parents and carers can access information about homework by checking and signing their planners on a weekly basis. Some subjects will set homework using Doodle; parents and carers can look online to see what tasks have been allocated together with due dates.

7. Handing in homework

- 7.1 Students will be given a date to hand in their homework. They will record this in their planner. All homework should be well presented, particularly if it is to be completed on paper. All homework must be handed in on time. If a student is absent when the homework is set, the students will be given their homework on return to complete. Students should discuss with the teacher if they need time to catch up on information from the lesson.

8. What happens when homework is not handed in on-time?

8.1 Students are expected to see the teacher before the lesson, preferably before the day of the lesson if they are experiencing difficulty. Students should always attempt to complete the homework even if they are struggling. Effective learning does involve challenge and our students need to learn to persevere when faced with these challenges. Students who miss the deadline or those whose pieces that are below the required standard will have to repeat the work during a homework detention with the teacher. Teachers will be mindful of family emergencies and give extensions on the rare occasions when they happen.

9. How will homework be marked?

9.1 Not all pieces of homework will need to be marked; for example reading and preparing texts, practising spellings and key vocabulary and Doodle quizzes. However, all homework should be acknowledged within two weeks of submission and checked in line with our school marking policy. Projects and extended pieces of work will receive full written feedback using the WHN/EBI stamp.

10. Support with completing homework.

10.1 Each day there is a homework support club in the learning resource centre which runs until 4.15pm. Subjects will also offer class teacher support to any pupils who request extra support and guidance with their homework. Parents are encouraged to liaise with teachers if there are any issues with specific subject areas. We also have progress leaders attached to each year group to support with more general queries about homework.

11. Monitoring and evaluation

11.1 Regular monitoring and evaluation sessions will take place to ensure that homework is set regularly, and that homework is relevant and enhances student progress. We will also monitor that students are completing their homework and recording it in their planners. The following people will be involved in the monitoring and evaluation of homework:

- Senior Leadership team
- Heads of Years
- Assistant Heads of Years
- Heads of department
- Seconds in department
- Form tutors
- Student Voice
- Parent questionnaires
- Parent monitoring
- Pupil monitoring
- Governance

11.2 The following will take place regularly to ensure that all stakeholders are following the policy:

- SLT planner checks
- work scrutiny
- book trawls
- parent questionnaires
- student questionnaires

11.3 The policy will be reviewed by the Governing Board every two years.