



ST. ILLTYD'S CATHOLIC HIGH SCHOOL HOMEWORK POLICY

1 STATEMENT OF PRINCIPLE

**As a Catholic School we describe our mission as
" Together in Christ we make a Difference ."It is only by working
together as a body, pupils, teachers, parents and governors that
homework within the school will impact on pupil achievement.**

We will deliver an effective, well-managed homework programme, which helps students to develop the skills and attitudes required for successful, life-long learning. The homework programme is an integral part of the curriculum, systematically differentiated to target different learning needs and abilities, to aid student progress. Regular setting of homework aims to encourage students to develop the skills, confidence and motivation needed to become effective independent learners.

It is also important because it is the main channel by which education can become a shared responsibility between home and school, allowing parents and carers to support their children as well as being informed of their programmes of study.

2 AIMS

Homework should:

- Develop the ability to work independently;
- Provide opportunities for demonstrating understanding **and consolidation** of work done in class;
- Develop skills of personal organisation, **time management, revision** and study **skills**;
- Encourage an ethos of high achievement and self-motivation towards academic progress

3 OBJECTIVES

For students

It is the responsibility of each student:

- To ensure the Homework Diary is brought to school daily and placed on the table at the start of every lesson
- To write details of homework set in their planner, with the deadline clearly stated.
- To ensure that the homework task is fully understood

- To organise out-of-school time to ensure that homework is completed to the best of their ability
- To submit all homework by the deadline set by the teacher

For Parents and Carers

- To check and sign the student's planner to verify that homework has been seen
- To support their son/ daughter in completing the homework by providing a quiet study area wherever possible. To check that adequate time and attention to detail is spent on homework tasks
- To contact the School if there are any concerns regarding their son / daughter's homework

For Teachers

It is the responsibility of each subject teacher:

- To check that pupils have diaries with them at the start of the lesson and take appropriate action if they do not
- To set homework according to school and departmental policy ; to ensure that students understand that homework, completed well, will improve progress
- To devise homework tasks to complement or extend, not just complete, knowledge, skills and understanding learnt in class
- To ensure that homework is appropriately differentiated for all students, taking into consideration baseline data as well as different learning styles
- To ensure that homework tasks set are fully understood by all students, with clear expectations and deadlines set
- To ensure that students write the details of the homework task correctly in their planner, including the deadline
- To ensure that homework is regularly marked and assessed according to departmental policy, informing students what skills they have attained and how they can further improve their knowledge, skills and understanding
- To keep records of homework set and grades attained.
- Indicate in homework diary (and own records) the non-completion of homework tasks
- Implement school sanctions in accordance with school policy
- Alert Subject Leader of individuals causing concern or of individuals deserving praise and recognition.

For Subject Leaders

It is the responsibility of each Subject Leader:

- To ensure that there is a coherent homework policy for the subject, displayed in the Departmental Handbook

- To ensure that homework is an integral part of their curriculum, specified in schemes of work and lesson plans
 - To ensure that homework is appropriate in quality and quantity for all ages and abilities through regular diary and book check monitoring
 - To ensure that this is consistently applied by all members of the department.
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- To devise and implement systems of monitoring so that an accurate picture of the homework situation can be provided for on request during Line Management meetings.
 - Examples of questions that might be asked at Line Management meetings are :
 - a) Are all members of the department setting homework according to homework guidelines?
 - b) Are pupils consistently recording in diaries work set by each member of the department?
 - c) What type of activities are being set as homework tasks by each member of the department? Is this range appropriate and taking learning forward?
 - d) Are you satisfied that each member of the department is providing regular and formative feedback on homework set?
 - e) Does your system of monitoring provide enough information to make considered judgements?
 - f) Action is taken in the event of a student persistently not doing homework

For Form Tutors:

- Check each morning that pupils have diaries with them
- Check diaries weekly to ensure homework is being recorded and that parents are signing the diaries on a weekly basis
- Alert Progress Leader of persistent offenders so that appropriate action can be taken

For Progress Leaders:

- Devise and implement systems of monitoring e.g. diary checks, pupil interviews, visits to registration groups so that an accurate picture of the homework situation within the year group can be provided for the Head of Pastoral on request.

For the Senior Leadership Team

- To monitor that the homework policy is being consistently applied
- To monitor the quality of homework set through lesson observations and work scrutiny

- To review the policy annually with their subject teams and ensure feedback to the leadership group is clear.
- To conduct surveys of parental opinion on homework and its provision at least annually
- To ensure that monitoring arrangements within link departments are adequate

For the Governors

- To annually review the Curriculum Policy and homework policy.
- To discuss with students on governors visits the impact of the homework policy on learning

4. POLICY INTO PRACTICE:

Students completing homework

In order to raise the profile of homework and motivate students, teachers and tutors should ensure that those students who regularly submit homework of a good standard should be given recognition through the rewards system. In addition, teachers should ensure they are showcasing examples of good homework and linking directly to how homework enhances student progress. Homework should be displayed in classrooms whenever possible.

Students failing to submit homework.

It is the responsibility of all teachers to inform parents/guardians if a student has failed to hand in a homework assignment. This could be a note in the diary, a phone-call or a letter, in accordance with the departmental policy. It is also the responsibility of teachers/departments to put in place systems whereby persistent offenders catch up homework at lunch-time. Letters should be sent home to inform parents where completion of homework is a particular problem.

MONITORING

Homework is monitored by:

- Tutors, weekly, through planners;
- Subject Leader's observations of lesson plans, schemes of work and books etc. as per monitoring policy.
- Subject Leaders to report on homework during departmental meetings on a termly basis
- Senior Leadership Team, through Line Management meetings. Subject Leaders, spot checks, observations and internal reviews

Facilitating homework:

In order to maximise the potential of students completing and submitting their homework on time, the following guidelines should be used:

- Homework tasks to be introduced during the beginning stages of the lesson (where possible) and referred to throughout. This will raise the profile of homework as well as allow the teacher to deal with any misconceptions, and check that students have recorded necessary details accurately.
- Details of the task must be written up on the whiteboard, not delivered verbally.
- Expectations of the task need to be made explicit to the students
- Students to be informed of the assessment objectives by which their work will be graded
- Departments might wish to implement a project-based style of homework that will be given to the students at the start of each half-term. In this case deadlines can be recorded at the start of term and referrals and reminders can be given to pupils on a regular basis throughout the term to ensure it remains high profile.
- Opportunities should be taken to allow for self and peer assessment of homework, using clear student friendly assessment criteria

In order to help students who may not have space, quiet or facilities at home, or who may need special help:

- The Library remains open until 4pm from Monday to Friday;
- The Library is available for both KS3 and KS4 pupils every day but specifically for KS4 pupils on a Friday.

5. AMOUNT OF HOMEWORK FOR EACH YEAR GROUP:

Year 7-9: At least 30 minutes per subject per week

10 - 11: 1 hour per week per subject (minimum).

N.B. It is expected that More Able and Talented students will also complete extended homework tasks.

Suggested Homework Tasks For G and T students

Prepare an oral or power point presentation (individual or group) for the class to demonstrate knowledge and understanding of class topic (eg how volcanoes have affected California; how the social, cultural, historical context influences a literary text; how society was different for different class systems in Victorian England; how the digestive systems actually operate etc)

- ❖ Design a visual image to exemplify key features of topic studied (eg fashion styles of Elizabethan England; poster teaching Year 6 about the rules of long division; collage representing key themes/characters in a text; draw an image to represent key words/ mnemonics for spellings in current topic)
- ❖ Script an interview with a key character in your current unit of work
- ❖ Write a newspaper article covering the key events of your current unit of work
- ❖ Spelling/ definition of key words (to be assessed through mini white-boards)
- ❖ Based on written stimulus, students to identify causes / consequences and solutions, justifying each of their responses
- ❖ Students to be given a diagram / visual image of key issues in unit of work, labelled with correct and incorrect information. Students to delete incorrect labels, again justifying responses
- ❖ To support extended writing tasks, students to be given paragraph headings and / or sentences starters
- ❖ Based on a visual image, students to write a sentence in response to the 5Ws (who? what? where? when? why?)
- ❖ To reinforce learning of key words, students to be given chart, the column headings being: key word; look/ cover/ check (to practice spelling); definition; sentence using key word in context
- ❖ Students to be given response to past exam questions and mark scheme; students to then annotate
- ❖ response identifying skills to justify grade given; examiner's response then given; students to then write their own response using grade criteria
- ❖ Apply topics in class to more creative task (eg Wanted Poster; For Sale Advert; Menus/ Recipes)
- ❖ Mind maps (modelled first in class) then added to independently
- ❖ Tasks set from SAM Learning/ mymaths.co.uk

Review

The Headteacher, SLT, Inclusion Manager and staff will review this policy in the Spring/Summer Term 2014.

June 2012