

HOMEWORK POLICY

ST. ILLTYD'S CATHOLIC HIGH SCHOOL



Date adopted 6/12/18 JAG.

Reviewed on _____

St. Iltyd's High School Homework Policy September 2018

The value of homework Homework is work that is set to be completed outside of the timetabled curriculum. It contains elements of independent learning that is not usually directly supervised by a teacher.

Homework enables pupils to:

- Consolidate and extend work covered in class- deeply embedding knowledge.
- Prepare for new learning activities.
- Access resources not available in the classroom.
- Develop research skills.
- Have an opportunity for independent work.
- Enhance their study skills e.g. planning, time management and self-discipline.
- Take ownership and responsibility for learning.
- Engage parental support for their studies.
- Create channels for home-school dialogue.

Homework has the most impact on learning when:

- It is completed by the pupil to the best of their ability.
- Pupils have a quiet, designated place to complete homework.
- Pupils develop a routine for completing homework.
- Parents/ Carers are supportive and encouraging.
- Teachers plan for homework as an integral part of the pupil's learning, allowing for differentiation.

The Homework Pledge

At St. Iltyd's Catholic High School:

- Homework will be set regularly by each department. (once a week for English, Maths and Science and once a fortnight for all other subjects)
- Homework will be relevant to the work completed in class.
- Pupils will have a minimum of 48 hours to complete a piece of homework.
- Departments will be available, upon request, to assist pupils who are having difficulties.
- Form tutors will focus on homework and the use of the school planner during one registration period each week.

All homework will be checked by the class teacher, however, marking every piece of homework is not always practical. As a result, teachers will use a range of techniques in order to assess homework and provide feedback. This could include:

Date adopted by Governing Body:

- Verbal feedback (on the spot while pupils complete a class-based task)
- Self/ peer marking
- Discussion about research as a lesson starter
- Pupil's presenting their homework as a lesson starter
- Using the homework to inform lesson tasks

Homework tasks

The quality of homework set and produced is far more important than the quantity. Homework should be planned as an ongoing part of the scheme of work and must be relevant to the topic being studied and to the ability of the pupil.

Homework tasks can include:

- Independent learning
- Consolidation of work in class
- Practice (learning by doing)
- Completion of coursework
- Re-drafting or improvement work
- Research
- Reading
- Preparation for an oral presentation
- Using ICT
- Practicing a specific skill
- Answering questions/ comprehension
- Completing a project
- Reading ahead
- Preparation work for a future lesson
- Exam practice
- Revision
- Literacy based tasks
- Numeracy based tasks
- Digital competency based tasks
- Preparation for next lesson- research/ note-taking/ questions
- Time to consolidate and focus independently- Essay writing/ writing up investigations in science/ practising problems in maths/ writing a paragraph in MFL/ producing sketchbook ideas in Art or DT/ producing timelines of key facts in History
- Making videos/ web pages or sending an email
- Preparing their own viewpoint- for a discussion or debate- use of newspapers

Reading

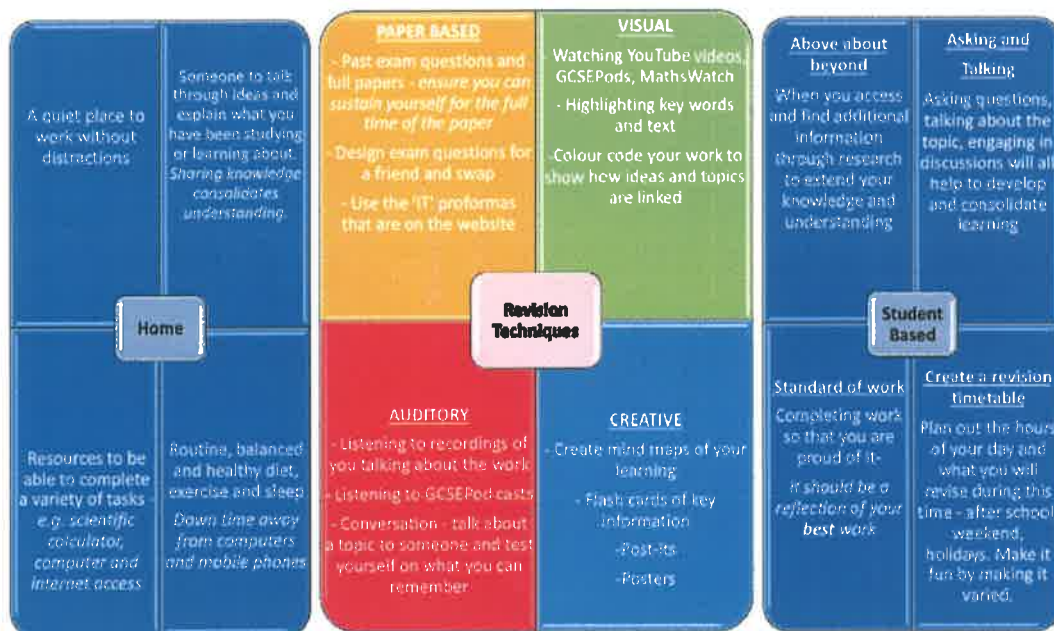
In order to continually improve literacy skills, it is suggested that all pupils are encouraged to read frequently. Key Stage 3 pupils are expected to have a suitable book from home or from

the school library in their bag at all times. Year 7 pupils will also be able to access the school library in order to read in silence during both breaks each day. In addition, pupils should be encouraged to read for at least 30 minutes each evening and whilst we do not test pupils to check if they have done so, we strongly encourage parents to remind their child of the importance of daily reading. Reading is an important habit that will help your child to become successful. Studies show that pupils who do not read daily are less likely to achieve the best grades at GCSE, A-levels and beyond, and are less likely to access the best job opportunities in the future.

Exam preparation

Prior to in-class or formal tests, pupils will be set revision homework aimed at helping them to prepare for that test. Much of this will be knowledge recall and application or skill development. While there is no right or wrong way to revise, a range of revision techniques can be found online and we would ask parents to spend time with their children, identifying the strategies that they find most useful when revising. Identifying these techniques at an early age will allow pupils to refine them before they reach their GCSE years.

Where



necessary, the school will provide revision materials such as revision notes, past paper questions, revision PowerPoints and details of useful websites/ video links. This will be especially true for Years 7, 8 and 9 in preparation for their Literacy and Numeracy tests (2nd May-10th May 2019) and for Years 10 and 11 in preparation for GCSE examinations (throughout the academic year). Year 11 pupils will also be given revision skills sessions to further develop their revision techniques prior to the final GCSE examination period (commencing 7th May 2019)

Responsibilities

The role of the PUPIL:

- To listen to homework instructions in class.
- To write down the task and deadline date in their planner.
- To ensure that homework is completed and handed in to meet the deadline.
- To attempt all work to the best of their ability.
- To inform the class teacher of any difficulties prior to the deadline date.

The role of the PARENT/ CARER:

The role of the Parent/ Carer is crucial if a child is to gain success. Reinforcing the value of homework through positive feedback will give pupils the confidence to persevere, work hard and attain high standards. Parents/ Carers can assist by:

- Providing a place for their child to complete homework.
- Negotiating when homework is to be done and setting a routine
- Checking the time spent on individual tasks.
- Checking presentation and content of homework before it is returned to school.
- Praise and encourage your child to boost their confidence.
- Support your child with their work but refrain from completing it for them.
- Signing the school planner each week.
- Providing the school with information about any problems through the school planner or by contacting the teacher directly.
- Encouraging reading
- Supporting their child in revising and developing revision techniques

The role of the FORM TUTOR:

- To check that homework is being set and recorded in the planner each week.
- To check that the planner is being signed by parents and to action any comments that have been written by parents.
- To make good use of incentives or carry out sanctions where appropriate.
- To make referrals to the Head of Year where appropriate.

The role of the CLASS TEACHER:

The Class Teacher controls the direction of homework and the nature of the tasks undertaken. The Teacher will:

- Set appropriate homework that fits in with the topic being studied/ skills being developed.
- Give full and comprehensive instructions.
- Set deadlines for completed work and ensure that they are met.
- Ensure prompt feedback on all homework.
- Provide help, support and challenge.

- Make good use of incentives or carry out sanctions when appropriate.
- Make referrals to the Subject Leader when appropriate.

The role of the SUBJECT LEADER:

- To ensure that homework is clearly identified in the schemes of work.
- To ensure the tasks set are meaningful and have purpose in consolidating and extending knowledge and/or skills.
- To ensure that homework is an area for development in the Departmental Improvement Plan.
- To quality assure the homework set by sampling across all year groups.
- To monitor and evaluate the homework policy within their curriculum area as part of the quality assurance process.

The role of the SCHOOL LEADERSHIP TEAM:

- To monitor the development of homework through Departmental Improvement Plans.
- To ensure quality assurance of homework is occurring through departmental actions and through sampling of work and talking to pupils.
- To ensure the quality planners through regular sampling.
- To review and update the homework policy as required.

Incentives

It is imperative that we create a culture where achievement is driven by rewards and where pupils feel that their work and effort is valued.

High quality homework should be:

- Verbally praised in class.
- Included in display work when appropriate.
- Reflected in the attitude grade awarded on pupil's reports.
- Rewarded with achievement points.
- Achievement points will be also awarded for sustained effort.
- For exceptional pieces of homework, a departmental letter or postcard may be sent home.
- Achievement points should also be awarded by the form tutor on a weekly basis for correct and sustained recording of homework, parental signature and good use of the school planner.

Sanctions

When homework is not completed or not completed to a reasonable standard, teachers should initially support the pupil to ensure the tasks set meet the pupil's needs. If this is so, then sanctions should be used.

The sanctions are as follows:

- **Class teacher**- discussion and negotiation with each pupil, points recorded for no homework, departmental detention, informing parent/carer via student planner and/ or phone call, referral to the Subject Leader.
- **Subject Leader**- discussion with each pupil, points recorded for no homework, departmental detention, informing parent/carer via phone call.
- **Form Tutor**- through using the planner; identify pupils with homework problems across several subjects, or pupils who do not record homework- discussion, detention, phone call home, referral to Head of Year.
- **Head of Year**- discussion with pupil, sanction/ support as appropriate, detailed discussion with home/ parental meeting.

Monitoring and Evaluation

This policy will be reviewed annually by the Senior Leadership team and Governors.