

# Woodhouse Academy

## Homework Policy

Reviewed: May 2015

To be reviewed: May 2018

This policy has been produced to provide a coherent framework from which all teachers can develop a consistent and effective approach for pupils of all ages and levels of ability.

### Purposes of Homework

There are various reasons for setting homework, examples of which are:

- to encourage and develop self-discipline, study habits and a range of skills in planning and organising time;
- to allow reinforcing, extending and consolidating of work done in class;
- to give pupils experience of working on their own, and to develop in pupils a sense of responsibility and commitment to their own learning
- to involve parents/carers as partners in education;
- to prepare for tests;
- to further challenge and extend children;
- to provide focused and sustained support where necessary.

### Types of Homework

**Practice exercises** – providing students with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills, including:

- consolidation exercise e.g. maths, including memorisation of tables;
- practising for mastery e.g. spelling words;
- revising information about a current topic;
- practising words or phrases learned in a language other than English;
- reading for pleasure;
- essay writing.

**Preparatory homework** – providing opportunities for students to gain background information on a unit of study so that they are better prepared for future lessons, including:

- background reading;
- reading e.g. English text for class discussion;
- researching topics for a class unit of work;
- collecting items e.g. geometric shapes.

**Extension assignments** – encouraging students to pursue knowledge individually and imaginatively, including:

- writing e.g. a book review;
- making or designing something e.g. an art work;
- investigations e.g. science;
- researching e.g. history, local news;

- information and retrieval skills e.g. using a home computer to find material on the internet;
- monitoring e.g. advertising in particular newspapers.

Teachers, however, should have regard for equity issues when setting homework that relies upon the use of technology. Students who do not have access to such technology at home should not be disadvantaged.

## **Expectations and the Role of Teachers**

Homework should:

- be issued in appropriate quantities, and the completion dates should be both clear and reasonable, taking account of home environment and extracurricular activities of pupils, including family and cultural obligations;
- be carefully planned, it should not be seen as an “add-on” or a dispensable extra;
- be marked and commented upon by teachers in accordance with the school marking policy;
- be differentiated, in the same way that class work material should be, being appropriate to the ability and reading skills of the learner;
- promote opportunities for consolidation and extension. Consideration should be given to making homework freestanding and not dependent on full understanding of work done in class, as this has the potential to penalise the less able;
- relate to current work and wherever possible be stimulating and challenging;
- only be issued if pupils are adequately prepared for the completion of tasks set;
- involve all members of each year group;
- not be restricted to certain subject areas, it should reflect the breadth and balance of the curriculum.

The teacher will:

- set homework according to their timetable;
- give full and comprehensive instructions;
- set deadlines for completed work and ensure that they are met;
- mark and return all homework promptly and in accordance with school marking policy;
- provide help and support.
- inform the subject leader, form tutor or Head of Key Stage, as appropriate, when problems arise.

## **Expectations and the Role of Pupils**

Pupils must:

- take full responsibility for their homework and should be supported by their parents/carers;
- listen to homework instructions in class;

- be responsible for ensuring that they record all homework tasks in their school planner, including instructions and deadline dates;
- be responsible for completion of homework to the best of their ability and on time;
- be responsible for informing the class teacher of any possible problems or difficulties;
- be encouraged to plan their programmes of study, to ensure that their workload is as evenly spread as possible;
- be encouraged to seek appropriate support to ensure that they are able to complete tasks set for homework.

## **Expectations and the Role of Parents/Carers**

The role of the parent/carer is crucial if a child is to gain success from homework. To reinforce its value through positive feedback will give students the confidence to persevere, work hard and reach high standards of achievement.

Parents/carers can assist by:

- providing a table, chair and a quiet place to work;
- encouraging a child to develop good study habits and help them to be organised;
- talking to them about homework assignments and their learning;
- giving encouragement and praise;
- discussing with the child when homework is to be done as a child's free time is important too;
- checking the time spent on individual tasks;
- ensuring that outside clubs or activities do not hamper a child's quality of work and put a child under undue pressure;
- checking presentation and content of all homework being returned to school;
- checking and signing the homework planner each week;
- setting a good example by reading and writing themselves and sharing reading together;
- not doing the work yourself, leaving ownership with the child;
- providing the school with information about any problems through the student planner or by contacting the school directly.

The parents/carers section of the school website contains further information with regard to how parents can support children with their learning and questions that may be asked to consolidate and reinforce learning in the classroom.

## **Monitoring and Evaluation**

A continuous process of monitoring the effectiveness of the Homework Policy will be carried out by the Senior Leadership Team (SLT) through lesson observations, book trawls and pupil feedback.

Form tutors will regularly check the use of pupil planners, Heads of Key Stage will monitor this.

A whole school evaluation of the effectiveness of the policy will be carried out annually by the Governor's Curriculum Committee. This may involve consultation with SLT, teaching staff and a sample of pupils and parents.

Wherever good practice is identified, this will be shared across the school.

## **Incentives**

High quality homework and a good work ethos should be clearly commented upon in the written feedback and sensitively praised in class.

Where appropriate, homework should be included in display work. ACE points/WASPS and rewards for achievement and effort may be awarded for good homework. For exceptional pieces of homework, a letter or postcard may be sent home.

## **Failure to Complete Homework**

If a pupil fails to meet an agreed deadline:

The teacher:

- writes in the planner to inform parents/carers and gives a new deadline
- records on Sims
- may keep pupil in to complete homework

The parent/carer:

- signs the planner to acknowledge they have read the information

**Twice each half term**, a homework report from Sims will be given to Heads of Key Stage who will send letters home to pupils who are regularly missing deadlines. Parents/carers should return the receipt slip to the head of Key Stage.

**Pupils who receive a homework letter** will gain behaviour points and a red payback (which will investigate reasons for lack of homework and ways of supporting pupils to complete homework on time).

**If pupils receive more than one homework letter**, a meeting with parents/carers will be arranged and attendance at homework club will be compulsory until homework is regularly being completed on time again.

**Records** of communication with parents/carers and failure to complete homework will be recorded in the pupils' files.

## Appendix A

Dear

We are writing to inform you that \_\_\_\_\_ has failed to complete and return homework that was issued to the class.

Woodhouse Academy values homework as it allows students to revise and further develop their understanding of subjects at home. This will ultimately lead to greater success in all subject areas.

I am sure that I can rely on your help in ensuring that \_\_\_\_\_ attempts and returns all future homework exercises.

Please sign the tear-off slip below to acknowledge receipt of this letter.

Yours sincerely

Class Teacher

Tear here and return

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Parent/carer's receipt:

I have received your note about the failure to complete homework and will ensure that, in future, it is completed and returned to the class teacher on time.

Parent/carer's signature \_\_\_\_\_ Date \_\_\_\_\_

Pupils name \_\_\_\_\_ Form \_\_\_\_\_