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Huntcliff School Homework Policy

March 2018

DOCUMENT CONTROL

Date	Author	Version	Change Description	Approved / Quality Checked By & Date	Target Audience / Circulation	Document Review Date
May 2017	Mr Craig Rees	3	<i>Increase of homework expectation at KS3 Removal of need to record receipt on Insight Remove the requirement that all homework must be marked – so long as used in subsequent work which is. Remove the need to tick a piece of homework Add that homework should be clearly identified in books / folders Add re staff not setting homework will be followed up in line with teachers standards</i>	CAP Committee 03.04.2017		May 2018
March 2018	Mr Craig Rees	4	Full review of Policy			March 2021

Document Retention Period

Destroy 5 years after administrative use has concluded

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1 **INTRODUCTION**

Huntcliff School is a vibrant, enthusiastic, forward thinking and safe learning environment in which students are given every opportunity to complete a fulfilling secondary school education.

At Huntcliff School we believe that homework plays an important part in a young person's education.

- We are also aware that young people 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. The importance of setting high quality homework, coupled with high quality marking and feedback and then providing time for students to review their progress is vital to ensure students make good progress. EEF research has shown that effective homework is likely to have a minimum of 3 months extra progress across a year and in some circumstances up to 8 months.

This Homework Policy was developed in consultation with staff members, parents, students and with the full agreement of the Governing Body.

2. **AIMS**

Huntcliff School's Homework Policy aims to:

- Develop a consistent approach to homework throughout the school.
- Make sure that teaching staff, parents and students are aware of their responsibilities with regard to homework.
- Ensure that parents have clarity on what their child is expected to do.
- Encourage students to develop the responsibility and self-discipline required for independent study.
- Support students' 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 students further practice and deeper understanding of skills, knowledge and concepts learned during the school day.
- Promote opportunities to develop and be supported with independent study skills needed for the completion of homework and lifelong learning.

3. **RESPONSIBILITIES**

Role of the Executive Headteacher and Governing Body

- Check compliance with the policy.
- Monitor the effectiveness of the policy.
- Review the policy as needed and at least bi annually and make appropriate updates as required.

Role of Assistant Headteacher Curriculum

- Discuss with staff how far the Policy is being implemented.
- Meet with parents as appropriate.
- Support parents with information about homework.
- Inform new parents about the Homework Policy.

Role of Subject Leader

- Monitor homework set in PARS
- Monitor quality
- Ensure fair and consistent

Role of the Teacher

- KS4 Plan and set up a regular programme of homework for students usually once per week (up to 90 minutes) but usually 45 minutes.
- KS3 Plan and set up a regular programme of homework for students usually once per week (up to 60 minutes) but usually 30 minutes.
- Provide an explanation of homework tasks and ensure all students understand what they have to do. Record the homework task onto PARS software to ensure visibility to parents via Insight.
- Provide guidance around time limits for longer tasks to help students plan their time and for parents of students with SEND to use as a guide.
- Follow up non completion by issuing a suitable 'catch up' detention
- Set work for students with long term absences, or for a fixed term exclusion of more than one day when requested by the Year Team Leader / SLT..
- Ensure work completed at home is clearly identified in the students' work.
- Monitor homework regularly and make sure students are completing it. Record tasks either in planning or a markbook
- Ensure that homework is either marked, peer or self assessed or used to clearly further progress in subsequent lessons.
- Ensure that students have time to respond to any feedback given.
- Communicate with parents if there is a problem regarding homework.
- Be available for discussion with parents and students about homework.
- Set homework that is consistent across classes.
- Ensure homework takes equal opportunities into account and that the needs of students with disabilities are considered.
- Reward quality work and praise students who regularly complete homework.
- Use a range of marking and feedback strategies including self and peer assessment, teacher effort, level/grades and what would be better for improvement.

Homework will be:

- quality rather than quantity;
- integrated into the departmental scheme of work where possible;
- set regularly and with reasonable deadlines;
- be varied and purposeful and not regularly used simply for "finishing off" work begun in class;
- be differentiated, where necessary, so that they are achievable by all students;
- be written on the board at an appropriate time well in advance of the end of lessons to ensure that there is sufficient time for clear explanation and recording;
- positively encourage the support and involvement of parents/carers and others with whom students have contact outside school.

Please see additional good practice guide for suggested homework tasks and the suggestions for assessing the work completed as part of the Teaching & Learning Handbook.

Role of Parents/Carers

- Support their child in completing homework and encourage them to be organised.
- Regularly check PARS Insight to see what tasks have been set for their child.

- Become involved in their child's homework and encourage their child to have a positive attitude towards it.
- Make sure that their child completes homework to a high standard and on time.
- Provide suitable conditions and resources for their child to complete homework.
- Praise their child and celebrate achievements with regard to their homework.
- Inform teachers of any issues that may arise and co-operate with the school to find a solution.
- Parents/carers are encouraged to discuss any problems with their child. If they have any queries, they should contact their child's class teacher. Feedback from parents about their child's homework is also welcomed by the school.
- Keep the school informed of any change in circumstances which may affect their child's learning and homework.
- Encourage their child to discuss homework with them, including feedback from teachers.
- Communicate with the teacher by writing notes in the planner to confirm the child has spent the maximum allotted time.

Role of Students

- Take responsibility for their own learning and submit completed work in a timely manner.
- Have a positive approach towards homework.
- Put the same effort into homework as would be expected of class work.
- Make sure they understand the tasks that have been set and seek clarification if required.
- Ensure that they have everything they need to complete homework and return to school all books/stationery needed to complete their homework.
- Take pride in the presentation and content of their homework and perform to a high personal standard.
- Respond to feedback on marked work.
- If the student is absent from school, the school will not normally supply homework. However, the student should try to catch up on any missed class work where practical on their return. In some cases, there may be exceptions to this rule and the school has the right to decide whether this is acceptable or not.

4. HOMEWORK TASKS

- Teachers will explain the organisation of homework to parents as part of the Y7 induction process. Progress Leaders (Year Team) will ensure this is completed for all in year transfers.
- The curriculum at a glance document given out at the start of the year will inform parents about the main topics and units of work being covered.
- All students will have homework planners in which they record their homework
- At Huntcliff School KS3 students will usually be given weekly activities between 30 to 60 minutes each and KS4 students will usually be given weekly activities between 45 to 90 minutes each.
- The amount of homework will increase as the student progresses through school. Teachers may occasionally set extra homework for the whole class if they feel it would be beneficial.
- Homework will usually be set on the last lesson of the week and be expected in the first lesson of the following week (dependent on timetables).
- If a piece of homework stretches over a longer period of time guidance will be given on the pace of work and monitoring of the task will be completed to ensure not left to last minute.
- If the student is absent for a long period of time, e.g. with a broken arm, the teacher and the parent of the student will agree on what should be done and how much help should be given to the student.

What is "homework"?

"Homework" is any work or activity which students are asked to do outside lesson time, either on their own or with parents or carers. It is an essential part of the learning process and we

place a strong emphasis on this at Huntcliff. Staff are required to set and assess appropriate homework on a regular basis. In real terms this means departments could set either weekly or fortnightly homework, the important factor is for the department to communicate this to parents. All students across the age and ability range are expected to complete homework tasks. Parents/carers are encouraged to take an active role in the process.

Why we set homework

We believe that homework plays an important part in students' learning because:

- it encourages them to develop the skills, confidence and motivation to study effectively on their own; this is vital given the importance of lifelong learning and adaptability;
- it encourages good time management;
- it allows practice of skills learned in the classroom;
- it extends school learning permitting more rapid progress to be made in school;
- it makes use of outside interests and resources;
- it may involve parents/carers and other adults in their work, improving home-school and community-school links.

5. STUDENTS WHO FAIL TO COMPLETE HOMEWORK

All students are expected to complete homework on time. Teachers will keep records of students completing homework which will be regularly checked.

If a student misses any piece of work the subject teacher may keep the student in a 'catch up' detention for up to one hour. Should this be after school then twenty-four hours' notice will be given to the parents/carers either via a printed letter or via electronic communication. In the event of a significant lost piece of work two one hour detentions may be set.

6. ASSESSING HOMEWORK

Homework may be marked or used in a variety of ways according to the school's marking policy. Sometimes, the work should be marked in detail and comments are given on how to make future progress. Occasionally, the work may be marked orally with the student or class. Teachers may not mark homework that is handed in late without good reason or where the learning opportunity from this piece of work has been lost. Some pieces of homework are not marked, this is usually where the work has been used as preparation for another piece of work or assessment which is then marked.

Teachers may insist on students re-submitting a piece of work, where they feel that insufficient effort has been made. This may involve a detention being issued to ensure that their progress is not affected

7. STUDENTS WITH SEND

- The school recognises that students with special educational needs and disabilities (SEND) may require that specific tasks be set in line with Individual Education Plans.
- While students with SEND may benefit from special tasks separate from the homework received from other students, it is important that they also do as much in common with other students.
- A balanced amount of the right type of homework will be set for students with SEND, in consultation with Mrs Biggs and other professionals.

8. EQUAL OPPORTUNITIES

At Huntcliff School, governors and staff members are committed to providing the full range of opportunities for all students, regardless of gender, disability, ethnicity and social, cultural or

religious background. All students have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability.

This policy is reviewed annually, although it may be amended as necessary throughout the year.