

Netherhall School

An Ambitious, Caring Community



Homework Policy

Adopted by Netherhall School Governing Body

On: 1 June 2020

Signed: (Jan Clarke, Chair of Governors)

Date by which the procedure was last reviewed: June 2020

Anticipated review date: June 2021

Equality Act 2010

Our school is committed to equality both as an employer and a service provider. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations. In addition, we recognise our specific duties to publish information every year about our school population; explain how we have due regard for equality; publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them.

We recognise our duty to ensure no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or belief, their sexual identity and orientation.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion and British values.

“Teachers set homework regularly and according to the school’s policy. Teachers have high expectations about the quality of pupils’ work and keeping to deadlines. Pupils are well aware of the sanctions if homework is not completed to the expected standard on time. However, they say this is not usually an issue because they can see that the homework helps them to consolidate their learning or develop their study skills.” Ofsted, 2018

Introduction

Netherhall School is committed to raising the standard of work of all of our students, so that they develop the ability to work effectively in all areas of the curriculum, and as a platform to cope confidently with the demands of further education, employment and adult life. The Netherhall School homework policy document is the starting point for all issues surrounding homework. This document contains generic values common to all departments and a detailed explanation of the value of homework as an educational learning tool. For further details regarding the effectiveness of homework as an effective Teaching & Learning tool, please refer to the Education Endowment Fund/Sutton Trust’s T&L Toolkit which can be found at <https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/homework-secondary/>.

Rationale

Homework is widely accepted as an essential and valuable element of learning. Research shows that homework can have many meanings and be used to serve a variety of purposes. Increasingly, good practice in homework builds upon and reflects broader changes in educational thinking, relating to learning as a lifelong process. As well as its traditional function of practice and reinforcement of classroom learning, homework offers repeated opportunities to develop key skills for independent learning, such as information retrieval, planning, analysis and time management.

General principles

Homework should be set as and when it is appropriate

Students should review learning and notes on a daily basis

Homework: What is it for?

Teachers set homework for a varied reasons, but will include:

- Including encouraging independent learning;
- understanding, consolidating and reinforcing skills, developed at school;
- practice learning by doing tasks;
- completing coursework assignments;
- helping students to practice learning by doing;
- enhancing student/parent/teacher partnership;
- encouraging self-discipline;
- promoting research skills;
- challenging students’ thinking; and enabling work to be carried out that is not suited to the classroom situation;
- providing opportunities for private reading, through study/research;
- essentially, the homework set must matter to each student’s ongoing learning and be purposeful in that subject.

Homework forms a coherent part of the work being done in school and a list of possible tasks could include;

Investigations	Interviews	Simple experiments	Essay Writing	Completing
Research	Public Library visit	Drafting	Report writing	Programming
Coursework	Designing	Revision	Making a model	Reading ahead
Drawing	Word processing	Capturing photos	Projects	Planning

Departmental

All departments work in collaboration with each other, so that students don't get over loaded across specific days for homework. At the beginning of each academic year, the subjects discuss the most suitable days available, so that all students have ample time to complete set homework.

Subject	Year 7	Year 8	Year 9	Year 10	Year 11
English	1 per week	1 per week	1 per week	1 per week	1 per week
Maths					
French	1 per fortnight	1 per fortnight	Weekly/ fortnightly	Weekly/ fortnightly	Weekly/ fortnightly
Geography					
History					
Science	1 every 3 weeks	1 every 3 weeks			
Art					
Guidance					
Tech					
Music					
RE					
PE					
ICT					
Computer science	N/A	N/A			
Hospitality & catering	N/A	N/A	Weekly	Weekly	Weekly
Photography	N/A	N/A			
Health & social	N/A	N/A			
Child care	N/A	N/A			

*All GCSE coursework subjects to receive homework weekly, usually a continuation of work which is being completed in class.

The amount of homework appropriate for students of different ages.

Good practice suggests that the amount of time which should be spent by students at Netherhall School, **on average**, on homework or GCSE coursework, should fall within the following ranges:

Years 7 & 8 - 30 – 90 minutes per day, shared among a variety of subjects

Year 9	-	1 – 2 hours a day, shared among a variety of subjects
Years 10 & 11	-	1.5 – 2.5 hours a day, shared among a variety of subjects

In Years 12 and 13 the amount of work done by students outside lessons will, of course, depend on their individual programmes, but as a minimum, it should involve the same amount as Year 11.

Work experience and meaningful employers' involvement can be used as a tool, to enhance the students' learning within a specific topic. It should also be borne in mind by teachers and students that quantity of work is only one measure of success and that the quality of the work submitted will be of equal, if not greater importance. Over a 15-year study, those who spend 2-3 hours of homework each evening, got better results. Hard work always prevails.

<https://www.theschoolrun.com/secondary-school-homework-explained>

The Policy in Action

Netherhall School ensures that homework is clearly and consistently set. There are clear guidelines about the timetable of subjects and tasks which are expected, how often and when these will be set and when work is to be handed in or tested. These clear guidelines are available both in the student diary/planners and on the school website, updated at the start of each academic year and throughout the year where necessary.

The quality and quantity of the setting and marking of homework is monitored by Heads of Department, with support from Heads of Year, as well as line managers assigned to each department. A member of SLT with specific responsibility for homework will have overall responsibility for ensuring that this policy is adhered to consistently by all teachers. Homework Club and repeat offenders will be monitored by staff with homework responsibilities, to ensure that the homework is adhered to.

Teachers' responsibilities

Setting & explaining homework: Students will be told (preferably at the beginning of a lesson) whether homework is to be set. Larger, more time-consuming homeworks may be flagged up to students a lesson or more in advance. Occasionally, homework may be expected in the next day but generally this will be the exception to the rule. Teachers should always make sure that all students have fully understood the task set for homework before the end of the lesson in which it is set. Teachers should also make sure that students know what their user ID and password details are for on-line homework (students should have these in their diary/planners). Teachers must ensure that all students have written (or stuck) the homework set into their diaries on the day it is set and include the deadline for submission of this piece of work. Teachers must try to stick to the agreed timetable whenever possible but there may be occasions when it would be better for students' learning to set the work on a different night. Teachers must also ensure that every student who was set homework has completed it on the day of the original deadline.

Differentiation: All homework should be differentiated to consider the needs of each individual student. This is especially true of those students who have particular needs as outlined by our Learning Support Department, as well as our More Able students, who need to be intellectually challenged and stretched even more than most. At least one homework per subject per half term should ideally allow for an element of creativity.



Labelling homework: All homework should be clearly labelled as such in students' exercise books and folders using the capital letters 'HW' in a circle next to the title and date. If an internet-based homework is set, this should also be noted in the students' exercise books and folders, with the same annotation used.

Support: Homework Club is provided in the sixth form study room every Tuesday and Thursday from 3PM-4PM. Our library alongside our Learning Support Department and ICT suites are readily available at break and lunch times throughout the week. Our school's facilities provide access to all students to research materials, the internet and face-to-face adult support. This service can be used proactively by students prior to a homework/coursework deadline.

Marking homework: All homework must be marked using Assessment for Learning criteria, either by students (self and/or peer) and/or by teachers (written and/or oral), thus giving students more regular targets for ongoing improvement (see Marking and Assessment policy for further details). An agreed timescale for returning marked homework to students should be agreed once the work is submitted.

Some homework will be linked to National Curriculum assessment criteria and/or GCSE/A-level grades, with all students/teachers/parents made aware of individual targets in each particular. Students will be marked in accordance with their expected grade, and be given constructive feedback to improve their work to the required standard. Achievement points should be offered to students who complete homework to a higher standard than expected of them.

Missed homework: All late homework must trigger a SIMS entry, which generates a negative behaviour point, which is relayed to tutors and HOY's. Class teachers should also issue appropriate sanctions. Teachers must also record late homework in their own mark books and inform parents regularly of persistent offenders via text message after a homework letter has been sent home.

Students' responsibilities

All students must:

- Have their diary/planner with them in every lesson in order to record homework;
- write (or stick) the homework set into their diaries on the day it is set and include the deadline for submission of this piece of work. All students without a diary will be noted on SIMS as not having the correct equipment, which will inform tutors and HOY's;
- make sure that they ask for clarification about any homework task set well before the submission deadline;
- complete the homework set to the very best of their ability and hand it in on time to their teacher;
- respond rapidly to any improvement advice given by their teacher. Time should be allocated in lessons to improve marked work;
- apply themselves outside of school hours, to ensure they give themselves every opportunity to acquire the highest possible grade;
- ask their parent/carer to check their homework has been completed, and sign the homework planner.

Sixth form students must:

- Ensure they have an adequate amount of work to complete at home, outside of direct/study time;
- complete amendments to coursework to ensure their target grade is met;
- ensure UCAS covering letters are consistently being constructed, detailing skills and experiences acquired;
- attend 'master classes' that will grant students UCAS points, which will contribute to their qualification;
- attend open days during one's own time, to identify a suitable course;
- ensure revision is continuous and expand, one's curriculum knowledge.

Parents'/carers' responsibilities

To be effective, homework needs to be part of a wider partnership between parents/carers and the school. We need to be able to count on parents/carers' support to ensure that homework is effective and successfully completed. Homework is already an important part of home school agreements between parents/carers and Netherhall School which helps create and maintain both students' and parents/carers' commitment to homework. Therefore, it would be very helpful if parents/carers could:

- Provide a reasonably peaceful, suitable place in which children can do their homework or help children attend other places where homework can be done (Homework Club/homework support);
- make it clear to their children that they value homework, and support the school in explaining how it can help them make progress at school;
- take an interest in the homework, encourage pupils and praise them when they have completed homework;
- encourage and support the use of Homework Club to improve the completion of one's homework;
- expect and check that deadlines are met;
- encourage your child to develop good study habits (e.g. scheduling enough time for big assignments)
- contact the school should there be any issues with this aspect of their child's education;
- monitor progress by checking exercise books and student's planner;
- support sanctions put in place for regular repeat offenders for non-compliance of homework policy.

Homework Club

Homework Club takes place after school every Tuesday and Thursday nights until 4:00pm, in the sixth form study room.

Homework Club is a quiet place where students can do their homework with teacher support, without disruption. With access to a wide range of resources including full ICT, and printing facilities. There is support available from members of staff, to aid all pupils. Regular attendance at Homework Club is rewarded with achievement points.

We endeavour to create and maintain a relaxed yet purposeful and supportive environment at Homework Club. In order to achieve this, only students who are engaged in a learning task/homework are accommodated. All students who do not bring anything to complete, or who are disruptive will be asked to leave.

For those students who do not adhere to the school homework policy, then compulsory Homework Club will be put in place for all students who repeatedly miss homework. With repeat offenders (Missing 3 pieces across the course of a half-term) being placed in the Homework Club every Tuesday and Thursday until the end of the current half-term. Homework target cards are issued for each of these students, in aid of supporting homework issues.

This is put in place to:

- Encourage that homework is written down correctly;
- Pupils have the required resources to complete set homework;
- Homework is submitted on time within deadline.

Parents/guardians are informed via text message to acknowledge that their children are being placed in Homework Club, so appropriate transport can be arranged between parents and pupils to get home after Homework Club.