



# Homework Policy

**Adopted by Netherhall School Governing Body**

**On: April 2019**

**Signed: ..... (Jan Clarke, Chair of Governors)**

**Date by which the procedure was last reviewed: April 2019**

**Anticipated review date: April 2020**

## **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.

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## **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.

## **Homework: What is it for?**

Homework can have many purposes, including encouraging independent learning; completing coursework assignments; consolidating work from lessons in school; 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. Essentially, the homework set must matter to each student's ongoing learning 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
Research	Public Library visit	Drafting	Report writing
Reading	Designing	Revision	Making a model
Drawing	Word processing	Desktop publishing	Projects

## **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	-	45 – 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. 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.

### **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.

### **Teachers' responsibilities**

**Setting & explaining homework:** Students will be told (often and 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 take into account 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:** Support for students is offered based on individual needs; this could be through departments or Heads of Year. Learning Support offer support to students during break and lunchtime and after school.

**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. 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 informs HOY's. Class teachers must also issue appropriate sanctions. Teachers must also record late homework in their own mark books and inform parents regularly of persistent offenders.

### **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.

### **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 (such as homework club).
- 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.
- encourage their children and praise them when they have completed homework.
- expect deadlines to be met and check that they are.
- contact the school should there be any issues with this aspect of their child's education.