

SACRED HEART GRAMMAR SCHOOL



WHOLE SCHOOL HOMEWORK POLICY

“Learning at home is an essential part of the good education to which all our children are entitled... A good, well-organised homework programme helps children and young people to develop the skills and attitudes they will need for successful, independent lifelong learning. Homework partnerships with parents, carers and students are vital to extending high quality learning beyond the limits of the school day.”

Rt. Hon David Blunkett MP

AIMS

- To raise standards of achievement and attainment by extending and reinforcing work completed during lessons and extending independent study and learning skills
- To ensure that homework is an integral part of the curriculum and is a planned part of all Schemes of Work
- To provide parents/carers with an opportunity to take part in, monitor and support their children’s education through supervision of work completed
- To foster such personal qualities as reliability, responsibility, time management, self-motivation, independence, and initiative.

THE DEFINITION OF HOMEWORK

Relevant work assigned by staff to students linked to the appropriate scheme of work, to be completed routinely outside the timetabled curriculum, including:

- Consolidation and extension of class work
- Preparation of work for the next lesson, including revision for tests/exams
- Practice and application of specific skills

This Whole-School Homework Policy supports and is informed by each Departmental Homework Policy. Departmental policies outline more specifically the nature of the work and activities considered essential at each Key Stage.

Homework provides opportunities for differentiation by varying tasks for SEN(D) /Able, Gifted and Talented students.

PURPOSE OF HOMEWORK:

Homework plays a key role in developing and sustaining an effective partnership between Sacred Heart School and the parents and other carers of each of our students. Carefully selected homework tasks consolidate and reinforce skills and understanding and school-based learning can be extended through, for example, time for additional research, reading and investigation. Through homework assignments students are encouraged to develop skills, confidence and motivation as they learn to study effectively on their own; thus laying strong foundations for a capacity to engage effectively in the lifelong learning essential to future adaptability in the workplace.

The school regards homework as having the following specific purposes:

- to involve parents/carers in the learning process
- to engage parental co-operation and support
- to consolidate and extend work covered in class
- to practise skills learned in the classroom
- to use materials and other sources of information, not always available in the classroom
- to prepare for future classwork
- to prepare for examinations
- to assess students' progress and performance
- to provide opportunities to achieve targets set in individual subjects
- to provide students with the discipline of working to meet deadlines
- to provide students with an opportunity for independent work
- to encourage students to take ownership and responsibility for learning
- to enhance students' study skills e.g. planning, time management and self-discipline
- to develop students' research skills, e.g. in using other learning resources.

TYPES OF HOMEWORK

There are various types of work which a student may be asked to do outside the classroom, such as:

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|---------------------|---------------------------------|----------------------------------------------|
| ▪ Reading | ▪ Practice,
e.g. Music | ▪ Simple
experiments/
investigations |
| ▪ Writing | ▪ Oral and Aural
preparation | ▪ Completion of
Coursework
Assignments |
| ▪ Revision | ▪ Projects | ▪ Practising skills
learned in class |
| ▪ Research | ▪ Model-making | |
| ▪ Drawing | ▪ Interviews | |
| ▪ Using ICT | | |
| ▪ Internet Research | | |

AMOUNT OF HOMEWORK

With government guidelines on how much homework students should expect having been scrapped in 2002, it has become a matter for individual schools to decide. The times listed below are a recommendation based on the government guidelines for homework previously set out in the 1997 White Paper, 'Excellence in Schools'. The time required will vary depending upon for example: a particular student's circumstances; the additional demands generated by final preparation for submission of coursework/controlled assessment; revision for imminent examinations; or other special projects that are assigned.

Year Group(s)	Recommended Time
8 & 9	45 – 90 minutes a day
10	60 – 120 minutes a day
11 & 12	90 – 150 minutes a day
13 & 14	120 – 180 minutes a day

ROLES AND RESPONSIBILITIES

Role of Students:

- To record in their Student Planners details about homework set
- To ensure that they understand the task set and ask for any help well in advance of the date set for work to be presented/submitted
- To present the completed homework at the appropriate time
- To inform their parents/carers if they cannot complete their homework so that they can write in their planners the reason for them not completing the task
- To note and act upon verbal and/or written feedback from the teacher.

Role of Parents/Carers:

- To understand the School Homework Policy and processes
- To encourage and promote independent work habits
- To provide assistance by discussing homework tasks, reading drafts of assignments, making suggestions for general improvement;
- To encourage their child to undertake the assigned homework tasks to the best of their ability and to an acceptable standard
- To provide a suitable working environment and a regular routine
- By checking the Student Planner for homework entries and checking that the work
- To support their child as is appropriate or feasible in the completion of homework, while ensuring that opportunities for her development as an independent learner are not impaired
- To monitor diagnostic comments and marks awarded for homework tasks
- To communicate with the Subject Teacher/Form Teacher when their child has not fulfilled homework requirements, e.g. by using the Student Planner
- To sign the Student Planner on a weekly basis to acknowledge that all homework has been completed to an acceptable standard
- To support the school when appropriate sanctions have been set.

Role of Head of Department:

- To monitor that the quality and quantity of the homework being set and recorded is in line with the School/Departmental Homework Policy
- To share best practice and ensure that the department generates materials and ideas needed for the setting of a variety of different types of homework
- To monitor the development of appropriate homework tasks within all schemes of work
- To support staff in their role when students persistently fail to complete their homework
- To monitor the teachers' assessment of homework set
- To lead an annual review of the Departmental Homework Policy in light of: departmental experience; and, learning which has emerged from the annual evaluation of the School Homework Policy.

Role of Classroom Teacher:

- To set homework in accordance with the School/Departmental Homework Policy
- To encourage students to record, in their Student Planner, details of the task set and the date for completion
- To ensure that the work set is reasonable in terms of the time allocation
- To ensure that the needs of individual students are taken into account, either by setting differentiated tasks or by setting tasks which allow for differentiated outcomes
- To vary the type of homework tasks set
- To ensure that students complete their homework
- To mark homework in line with the School/Departmental Assessment Policy
- To provide prompt and appropriate feedback on what students have done
- To note persistent difficulties with submission/quality of work in the student planner
- To set sanctions for persistent lack of homework or homework that has not been completed to a satisfactory standard; and to inform Form Teachers of the sanctions set.

Role of Form Teacher:

- To monitor through sampling that students are recording homework
- To monitor through sampling that parents/carers are signing planners in accordance with the guidelines provided
- To follow up appropriately on specific concerns relating to homework reported by students, parents/carers and class teachers, as part of their role as outlined in the school's Pastoral Care Policy
- To update the Year Head on specific areas of concern and on general trends that are developing in the implementation of the school's Homework Policy within their class group.

Role of Librarian

- To provide a well-resourced area for independent study during lunch periods and after the end of the school day.

Role of Year Head:

- To monitor through sampling that students are recording homework
- To monitor through sampling that parents/carers are signing planners in accordance with the guidelines provided
- To follow up appropriately on specific concerns relating to homework reported by students, parents/carers, class teachers, and Form Teachers as part of their role as outlined in the school's Pastoral Care Policy
- To update the Vice Principals [Pastoral] on specific areas of concern and on general trends that are developing in the implementation of the School Homework Policy within the year group.

Role of Senior Management Team:

- To provide staff, students and parents/carers with the necessary documentation relating to the implementation of the School Homework Policy
- To lead the implementation of the School Homework Policy
- To support staff, students and parents/carers in the policy implementation
- To ensure that Heads of Department, Form Teachers, and Year Heads are fulfilling their roles in support of the School Homework Policy
- To provide students with a well-designed Student Planner
- To provide opportunities for supervised study in networked computer areas during school hours for Year 13 and Year 14 students
- To monitor and evaluate the school's Homework Policy
- To review annually the School Homework Policy.