

HOMEWORK

Policy Statement



- Replacement policy for our original Homework Policy
- Re-written as a result of consultation between staff and the expectations of college governors and parents.
- Incorporates recommendations by the Board of Governors

Summary:

Procedures relating to homework for pupils of our college.

Guidance on homework tasks and planning/marketing of homework

Guidance on length of homework and appropriate annotation of homework.

E G Martin
Principal

Additional Notes

Policy Number: 2002/2

History

Drafted:

September 2002 by the staff committee

Re-draft by the SMT –
14/10/2002

Initial approval from Board
of Governors – 14/10/2002

Consultation with whole
staff – 23/10/2002 –
08/11/2002

Re-draft based on
consultation – 8/11/2002

Ratification by the Board of
Governors – 20/11/2002

Implemented – 20/11/2002

Revisions

- Minor revisions –
September 2004
- Minor revisions –
September 2006

Homework Policy

Ulidia Integrated College regards homework to be important to all students, of all levels and all abilities, within the College. Homework is an integral part of the curriculum and is planned and prepared alongside all other programmes of learning.

All students are expected to engage in homework on a regular, daily basis.

Purposes of Homework

Homework:

- is a valuable part of schooling
- allows for practising, extending and consolidating work done in class
- provides training for students in planning and organising time
- develops a range of skills in identifying and using information resources
- establishes habits of study, concentration and self-discipline which will serve students for the rest of their lives
- strengthens home-school links
- reaffirms the role of parents and guardians as partners in education
- provides parents and guardians with insights into what is being taught in the classroom and the progress of their children
- challenges and extends gifted and talented children

General Principles

Homework is most beneficial when:

- it reinforces and extends classwork and consolidates basic skills and knowledge
- it is challenging and purposeful, but not so demanding that it has an adverse effect on the students' motivation
- parents and guardians are involved in the formulation and implementation of the school's homework policy
- students take responsibility for their homework, supported by their parents
- it is well coordinated and teacher expectations are well communicated
- it is set on a regular basis and establishes a routine of home study
- teachers set suitable amounts of homework which are varied and at an appropriate level considering the age, stage of schooling and capabilities of students
- it is marked promptly and accurately
- feedback and follow-up are provided regularly to students
- it develops and extends the core learning skills of inquiry and independent study

Recommended time to be spent on homework (Years 8 – 12)

Year	8	9	10	11	12
Time	1 hour	1.5 hours	1.5 hours	2 hours	2 hours

in total (i.e. for all homeworks) each night.

Recommended time to be spent on homework (Years 13-14)

It is expected that in Years 13 and 14, homework will continue to play an important part of the learning cycle in sixth form. However, given the nature of the independent learning skills that we are trying to encourage sixth form to adopt, it would be unreasonable to set rigid recommendations in relation to homework.

It is therefore up to individual teachers to ensure that an appropriate amount of 'out-of-class' work is set for both study periods in school and home study.

As with other years, coursework may be substituted for homework tasks. Students will be given written guidance in 'pacing' themselves for the successful and punctual completion of coursework.

Types of Homework

The three main types of homework are:

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

- consolidation exercise, e.g. mathematics
- practising for mastery, e.g. drama
- revising information about a current topic
- practising words or phrases learnt in a language other than English
- 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. art work
- investigations, e.g. science
- researching, e.g. history, local news
- information and retrieval skills, e.g. finding material on the Internet
- monitoring, e.g. advertising in particular newspapers

Wherever possible, homework should recognise the place of technology in today's world and the benefits of using technology such as computers, e-mail and the Internet for organising and accessing information.

Coordination across faculties is essential to accommodate competing demands in regard to homework, assessment tasks, assignments and examination preparation. This is particularly important in the senior school.

There are times when students should be provided with the opportunity to negotiate the amount, type and timeframes of homework.

Schedules

Each student will be given a timetable, which will outline a schedule of subjects for each night of the week. Each department will provide a realistic homework task to comply with the schedule and expected allocation. Coursework may be substituted for homework tasks. Students will be given guidance in 'pacing' themselves for the successful and punctual completion of coursework. Where such coursework has replaced the weekly homework task, students will be given a written schedule outlining weekly targets and containing suggested time allocation. This should prevent the last minute 'crisis' of coursework.

Planners

Homework diaries have now been replaced with student planners. Students are required to write details of homework for each evening in their planner.

The planner is also a useful communication tool for parents, guardians and teachers.

Monitoring

Homework should be checked as soon as completed and marks recorded. Teachers should also enclose marking for improvement occurs and not merely the recording of raw scores.

A record should be kept of both punctuality and completion.

Students need to learn to meet deadlines and need to realise that the punctuality of completion is a skill that is also being measured. It will give students practice in scheduling, a vital skill in independent learning.

Parents and guardians are invited to read through their children's planner each week and sign the appropriate page.

Expectations

Parents and guardians can help by:

- taking an active interest in homework
- ensuring that there is time set aside for homework
- encouraging and supporting students to complete homework
- providing, where possible, a dedicated place and desk for homework and study
- encouraging their children to read and take an interest in current events
- assisting teachers to monitor homework by signing completed work if requested and being aware of the amount of homework set
- communicating with their children's form tutor any concerns about the nature of homework and their children's approach to the homework
- alerting the school to any domestic or extracurricular activities which may need to be taken into consideration when homework is being set or corrected.

Teachers can help by:

- explaining to students the purpose and benefits of homework
- providing quality homework activities related to classwork
- setting a suitable amount of relevant homework which is appropriate to the ability of each student
- setting tasks which are wide-ranging and structured
- ensuring that students are aware of what is expected of them, and how their work will be assessed

- giving students sufficient time to record and complete their homework, taking into account, as far as possible, competing home obligations and extracurricular activities and homework set by other teachers
- marking homework promptly and appropriately, maintaining homework records and providing feedback to students and parents or guardians
- alerting parents or guardians of any developing problems concerning their children's homework and suggesting strategies that they can use

Students can help by:

- being aware of the importance of homework
- recording and ensuring their understanding of the homework tasks
- completing homework within the given time frame
- seeking assistance from teachers and parents or guardians when difficulties arise
- ensuring homework is of a high standard
- organising their time to ensure that sufficient time is given to quality homework within set deadlines

Failure to hand in homework

We expect completed homework to be submitted on time. This gives pupils valuable experience of working to deadlines and facilitates staff with their marking schedules. If homework is not submitted appropriate action is taken:

- the class teacher will have a discussion with the pupil to find out if there are good reasons for the failure to submit the work
- the class teacher may contact the parents by writing a comment in the student planner
- pupils may be asked to attend a private lunch time session to complete the work (maximum 20 minutes *at the beginning* of the lunch session)
- pupils may be placed in after school detention, by the Year Coordinator, after appropriate consultation.
- a homework report may be issued