

Woodhouse Academy

Homework Policy

Reviewed: Autumn 2020

To be reviewed: Autumn 2023

This policy has been produced to provide a coherent framework from which all teachers can develop a consistent and effective approach for pupils of all ages and levels of ability.

Purposes of Homework

There are various reasons for setting homework, examples of which are:

- to encourage and develop self-discipline, study habits and a range of skills in planning and organising time;
- to allow reinforcing, extending and consolidating of work done in class;
- to give pupils experience of working on their own, and to develop in pupils a sense of responsibility and commitment to their own learning
- to involve parents/carers as partners in education;
- to prepare for tests;
- to further challenge and extend children.

Types of Homework

Retrieval exercises – Various tasks will be specifically designed to develop pupils' use of tier 3 vocabulary in each subject, contributing to the acquisition of subject-expertise and retaining of knowledge. Pupils will be informally assessed in class on their ability to retrieve these words through varied formats. These exercises will provide students with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills and terminology.

Voluntary extra-curricular assignments- encouraging students to pursue and apply knowledge individually and imaginatively, for example making or designing, investigating and researching, locating and presenting information online. These will be launched by departments and will be celebrated and rewarded in assemblies, as well as being awarded prizes and house points (when the new house point system is launched).

Teachers, however, should have regard for equity issues when setting homework that relies upon the use of technology. Students who do not have access to such technology at home should not be disadvantaged and can use the school facilities if needed by arrangement.

Expectations and the Role of Teachers

Homework should:

- be issued in appropriate quantities, and the completion dates should be both clear and reasonable, taking account of home environment and extracurricular activities of pupils, including family and cultural obligations;

- be carefully planned, it should not be seen as an “add-on” or a dispensable extra and not be restricted to certain subject areas; it should reflect the breadth and balance of the curriculum;
- as far as possible, be marked in class immediately to provide instant feedback for both students and teachers;
- be differentiated where needed, in the same way that class work material should be, being appropriate to the ability and reading skills of the learner;
- promote opportunities for consolidation and extension. Consideration should be given to making homework freestanding and not dependent on full understanding of work done in class, as this has the potential to penalise the less able;
- only be issued if pupils are adequately prepared for the completion of tasks set;

The teacher will:

- set homework according to their timetable;
- ensure instructions are clear;
- set deadlines for completed work and ensure that they are met;
- give the children feedback on homework – oral or written;
- provide help and support.
- inform parents/carers, subject leader, form tutor or key stage lead, as appropriate, if problems arise.

Expectations and the Role of Pupils

Pupils must:

- take full responsibility for their homework and should be supported by their parents/carers;
- listen to homework instructions in class;
- be responsible for ensuring that they record all homework tasks in their school planner, including instructions and deadline dates;
- be responsible for completion of homework to the best of their ability and on time;
- be responsible for informing the class teacher of any possible problems or difficulties;
- be encouraged to plan their programmes of study, to ensure that their workload is as evenly spread as possible;
- be encouraged to seek appropriate support to ensure that they are able to complete tasks set for homework.

Expectations and the Role of Parents/Carers

The role of the parent/carer is crucial if a child is to gain success from homework. To reinforce its value through positive feedback will give students the confidence to persevere, work hard and reach high standards of achievement.

Parents/carers can assist by:

- providing a table, chair and a quiet place to work;
- encouraging a child to develop good study habits and helping them to be organised;
- supporting them with practice activities by carrying out retrieval activities at home.

- talking to them about homework assignments and their learning;
- giving encouragement and praise;
- discussing with the child when homework is to be done as a child's free time is important too;
- checking the time spent on individual tasks;
- ensuring that outside clubs or activities do not hamper a child's quality of work and put a child under undue pressure;
- checking presentation and content of all homework being returned to school;
- setting a good example by reading themselves and sharing reading together;
- not doing the work yourself, leaving ownership with the child;
- providing the school with information about any problems through the student planner or by contacting the school directly.

Incentives

High quality homework and a good work ethos should be clearly commented upon in the written feedback and sensitively praised in class. Where practice homework has not been completed successfully, this should inform the teacher's further planning and assessment.

Where appropriate, homework should be included in display work. Rewards for achievement and effort may be awarded for good homework. For exceptional pieces of homework, a letter, email or postcard may be sent home. It may also be showcased in assembly or on the school's social pages. Pupils will be rewarded house points for their completion of voluntary projects (once the house point system is launched).

Failure to Complete Homework

If it appears that students are not completing their practice homework, or they are struggling to recall/ retain key words, the teacher can rearrange an assessment opportunity in which they have an extension to practice the words, perhaps with some intervention. The teacher should also use this information to inform future planning.