

Policy Statement

Homework Policy

Approved by the Governors:
January 2017

Next Review due: January 2019



At Cheney School we believe that homework has an important role to play in students' education. It is our aim to prepare students to be able to study independently and homework is one of the mechanisms we can use to help achieve this. We are striving to provide "challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares students very well for work to come" (Ofsted).

How much and when?

It is an expectation that subjects plan and set regular appropriate homework in their programmes of study. The expectations of time per subject and per Key Stage are:

Key Stage 3	How long?
English, Maths, Science	30mins-1 hour every week, depending on a student's timetable and the requirements of the curriculum.
Art, Design and Technology, Geography, History, Modern Foreign Languages, RE, Computing, Drama, Art and Music	30mins-1 hour every week or fortnight, depending on a student's timetable and the requirements of the curriculum.
Key Stage 4	How long?
All GCSE and other accredited subjects	45-75 minutes a week, depending on a student's timetable and the requirements of the curriculum.
Key Stage 5	
All subjects	At least 60 minutes per hour of teaching. Additional study might

	involve set work, such as completing essays or conducting research, but could also include the expectation to do additional reading. Students should be proactive in their quest to read around their subjects and should not always be directed to do so by their teacher.
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What sort of homework?

Appropriate homework tasks have a positive impact on students' learning and the list below provides guidance in helping set suitable tasks. Effective homework tasks can be:

Activities that help students practise skills they have acquired	Reading
Activities that consolidate review or develop prior learning	Revision
Activities that help prepare for forthcoming lessons	Memorising information or quotations
Use of websites such as BBC Bitesize, MyMaths or Memrise. *The school will often have subscriptions to these websites and they provide valuable, structured activities. Students are given or helped to create log-ins and passwords where necessary.	Other activities that help to give breadth to a student's knowledge, such as watching the news
Learning vocabulary and grammar	Research
Correcting and improving work and responding to feedback	Discussing, asking questions and deeper thinking
Drawing or sketching	Essay writing or planning
Project work	Questions and quizzes

Homework tasks should be designed to prepare for, add to or consolidate knowledge and understanding; not to simply give students tasks to complete. Homework tasks should fit in with the appropriate learning programme and teachers are not encouraged to simply create tasks that are designed to be time filling activities. On occasions a

teacher may take the decision not to set a homework activity if the learning does not require it.

How will homework be used or marked?

Assessing homework can take many forms; from traditional marking completed by the teachers to self and peer assessment activities. Using completed homework activities may also form part of the lesson (for example, in discussion) or be part of controlled assessment preparation.

How will homework be quality assured?

The quality, setting and marking of homework is monitored through the school's regular process of learning walks, lesson observations, student panels and work scrutiny.

How can we support students with homework?

The student planner is one of the main tools for supporting students with homework. The planner is a key resource for recording tasks, planning activities and for home school communication. Students should take time to write their homework down accurately and carefully. Students should also make a note of deadlines and mark in when work is due.

It is helpful if parents can regularly check that their sons or daughters are using their planners appropriately and encourage them to keep their planners neat, organised and free from graffiti.

Subject teachers should ensure that students are recording homework when it is set and form tutors should be supporting the use of planners with weekly checks and by giving advice on how to use planners.

Many subject areas are now finding additional ways to keep students and parents informed about learning, including the setting of homework. Blogs and free virtual learning environments such as 'Edmodo' are increasingly being used. Some teachers will use email to support students.

Cheney School does not expect parents and carers to help their children complete their homework, or be able to give specific guidance or help with individual studies. However, it is good to provide encouragement,

emotional support and set clear expectations that homework should be attempted to the best of the student's ability.

Parents and carers can also help by liaising with the school through the planner should any difficulties arise and helping children organise their time; to help them plan their work so they can meet deadlines and still find time for personal interests.

It is helpful if parents and carers can provide a quiet area, free from the distractions of various media for students to complete their homework.

Students have access to the Learning Resource Centre (LRC) where they can have access to computers, books and other resources to help them study. In households where there can be competing pressures for use of a computer or a quiet work area, the LRC can provide a workable alternative during breaks, lunchtimes and after school until 4.00pm Monday-Thursday and 3.30pm on Fridays. A homework club is also available through Learning Support.

Rewards and sanctions are also used to remind students of the importance of homework. Achievement points, postcards and phone calls home may be given for effort and attainment and the Respect for Learning system of warnings and detentions may be used for non-completion of homework.

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Policy Change History

Version	Author	Date	Description	Approval
1	Louise Marsh	December 2016	Reviewed and approved	Governors January 2017