

YSGOL RHIWABON

HOMEWORK POLICY

This policy was adopted/updated by the Governing Body on:

Signed:  Chair of Governors

Date: 23.3.2018.

The policy will be reviewed: Autumn Term 2018 – in line with new curriculum/options and potential change to school status (11-16).

Introduction

This policy was first produced after extensive research through questionnaires into the views of pupils, parents, staff and governors. The findings of the research and a summary of the Estyn report on 'Homework in Primary and Secondary Schools' were fed back to teachers.

Aims

This policy is intended to establish the framework within which homework is set in Ysgol Rhiwabon.

It outlines:

- Why homework is set
- How often homework is set
- The nature of the tasks involved
- The approximate amount of time it should take
- How pupils should record homework and how parents can monitor their children's homework
- What action may be taken if homework is not completed or not completed to an appropriate standard.

Definition of Homework

This policy defines homework as any learning activity that children are asked to do outside normal lesson time.

- It is generally related to work in school, is often preparation, consolidation or follow-up and is a necessary support for learning.
- It can be completed by students on their own, at home with the support of parents and carers, at lunchtimes or before or after school with the help of other students or teachers. There are support lessons at Key Stage 4 to support homework tasks and general revision.
- Homework content will change and develop as pupils' learning progresses.

The Value of Homework

The value of homework can be different for different subjects, different ages and at different stages of a course.

In Ysgol Rhiwabon the main values of homework are considered to be to:

- enable students to consolidate learning completed in school.
- provide time for essential learning activities that do not require the presence of the teacher
- allow time for researching information, re-drafting work or working with others
- enable pupils to review knowledge and skills taught in class and to develop and pursue new interests
- encourage independent study skills and reflection
- allow individuals to work at a pace that is appropriate to their abilities.

The school recognises that students also need time to relax.

The Setting of Homework

When teachers issue homework they are encouraged to display details of the work on the board as early as possible in the lesson and to do this at a time which allows all pupils sufficient time to record the details. Recording a 'hand in' date will be part of this.

Time allocations for homework increase from Year 7. There may be occasions where a longer homework is set. This will cover several homework allocations for that subject and reference to this will be made in planners on every day where this applies. This is more likely to occur in Years 10 and 11 where extended study is required.

In Key stage 3 each subject will have one homework per fortnight except for English, Mathematics and Science which will have two per fortnight.

Approximate times are given below

Years 7 & 8 up to 20 mins per subject. A maximum of 3 subjects per night. Total = 1 hour
Year 9 up to 30 mins per subject. A maximum of 3 subjects per night. Total = 1½ hrs.
Years 10 & 11 up to 40 mins per subject. A maximum of 3 subjects per night. Total = 2 hrs.

Sixth Form

Homework will be set for sixth form students as necessary but, with students in any class often taking a wide range of other subjects, subject teachers will check with students on other deadlines and, where possible, try not to set work which should be submitted the following day.

The Student Planner

The student planner is not only the place where the outline of the homework is recorded but also offers a quick means of two-way communication between teachers and parents. Teachers can communicate with parents via comments in the planners. Parents can do the same, but to ensure immediate contact with the class teacher, should ask their child to show the message to the teacher.

Planners should be reviewed regularly by parents and form teachers with support from Lead Learners and SLT.

Feedback on Homework

It is felt important that students receive feedback on their homework as soon as is reasonably possible. This may take various forms including marking by the teacher, marking by students against provided criteria (in line with current developments in 'assessment for learning'), comments by the teacher, marking of a subsequent test etc.

Non-Completion of Homework

Teachers need to balance the need to follow up homework with the wish to progress in lessons and not hold up the progress of all of the class when dealing with those who have not completed homework to an appropriate standard.

Actions taken can include:

Speaking to students at 'quiet times' in lessons or at break/lunchtimes

Providing opportunities to complete uncompleted/unacceptable homework at break/lunchtimes

Informing parents through notes in the Student's Planner, by phone or letter.

Detentions in accordance with the school's detention policy.

Consistent Effort with Homework

Where a student has shown evidence of consistent effort in the lesson, teachers will make every effort to ensure that this is recognised in accordance with the school's Rewards & Sanctions Policy.