



Homework and independent learning Policy

September 2019

Contents

1. Aim/ rationale	2
2.0 Roles and Responsibilities	2-4
2.1 The homework coordinator and SLT	2
2.2. Heads of faculty/ department	2-3
2.3. Heads of Year	3
2.4. Teachers will	3
2.5. Tutors	3-4
2.6. Support staff	4
2.7. Students	4
2.8. Parents	4
3. Expectations regarding setting homework	5
4. Sanctions/ rewards	5
5. Monitoring and feedback	6
6. Pedagogical features of homework tasks	6

1. Aim/rationale

The Norwood School's approach to homework aims to equip students with the skills to take their learning beyond the classroom, and furthermore to develop key life skills that will make them independent, responsible, resilient and, above all, curious learners. It is believed that homework plays a crucial role in achieving this goal, whilst also fostering a constructive dialogue between school, student and parents.

Homework is seen as instrumental in:

- Consolidating work covered in class and embedding it in learning;
- Extending work covered in class to further develop confidence;
- Bolstering learner independence and resilience;
- Developing a healthy curiosity about the larger world;
- Modelling and embedding a range of effective research skills;
- Preparing students for future learning;
- Involving parents and carers in their child's learning.

2.0 Roles and responsibilities

2.1 The homework coordinator and SLT

The Whole School Coordinator (JO'S) will, alongside the Senior Leadership Team and under the direction of the Head Teacher:

- Ensure staff at all levels are aware of the school policy and expectations as regards their position in the school;
- Monitor whole-school trends in homework (and the monitoring of homework) half-termly, and communicate these to relevant staff so as to quality-assure tasks and maintain whole-school consistency;
- Ensure staff, students and parents are able to access and effectively use the agreed online system, Show My Homework (SMHW);
- Report to the Head, Senior Leader Team and Governors when required as regards strengths and areas for development;
- Ensure CPD needs are met as regards effective homework setting.

2.2. Heads of faculty/ department

Heads of faculty/ department will:

- Ensure homework tasks are carefully and collaboratively planned and feature clearly in Learning Pathways;
- Monitor homework completion of the faculty/department in conjunction with key stage coordinators monthly to maintain consistency.
- Ensure staff protocols are followed in setting and monitoring homework (see section 3);

- Monitor the quality of tasks set monthly and ensure they meet the agreed expectations (see section 6).
- Ensure the faculty/departmental sanctions and rewards policy is followed.

2.3. Heads of Year

Heads of Year will:

- Use whole-school monitoring systems on a monthly basis to identify areas of inconsistency in terms of student use of Show My Homework;
- Work in collaboration with the homework coordinator to increase parental engagement in the homework process;
- Ensure tutors execute their responsibilities effectively as regards homework;
- Use assemblies as an opportunity to reflect upon the importance of homework, as well as recognise and applaud excellent homework from students within the cohort.

2.4. Teachers

Teachers will:

- Set homework regularly in line with school policy (see section 3);
- Use the agreed system to set homework (Show My Homework);
- Mark homework in line with agreed standards (see marking policy);
- Ensure homework is set orally in class as well as on SMHW;
- Provide students with the resources they need to complete tasks;
- Ensure tasks set allow students a reasonable amount of time to complete them to a high standard;
- Monitor homework completion weekly through SMHW mark books. Provide these to HOFs/HODs/ coordinators for periodical monitoring, as per departmental policy;
- Use the agreed channels to communicate concerns with parents or carers regarding homework;
- Follow the faculty policy on sanctions for non-completion of homework;
- Recognise excellent effort as regards homework and applaud it appropriately.
- Make clear to students how homework is to be presented in exercise books.
- Ensure homework is set in accordance with the agreed homework timetable

2.5. Tutors

Tutors will:

- Ensure all students are able to log in to SMHW, directing them to the ICT technician or homework coordinator as appropriate;
- Respond to trends in use of homework identified by the HOY, following up with parents if students are not using the system regularly;
- Maintain a **monthly** overview of homework set for their tutees, raising any issues regarding tasks set with relevant teachers;
- Ensure students have a note book/ jotter/ planner and provide guidance regarding time management/ self-organisation;
- Share and celebrate excellent effort from tutees in terms of homework.

2.6. Support staff

Support staff will:

- Liaise with classroom teachers of students they support to ensure task accessibility;
- Assist teachers, where necessary, with the differentiation of homework tasks to address student needs.
- Assist students in their own self-organisation by encouraging them to note down homework, and ensuring they can negotiate SMHW.

2.7. Students

Students will:

- Ensure they log on to SMHW daily to check tasks;
- Talk to their teacher in advance of the homework deadline if they do not understand any work set;
- Meet all homework deadlines and spend sufficient time on homework, as indicated by their teacher;
- Ensure homework is well-presented, according to the teacher's instruction;

(in addition to completing homework tasks, students are also expected to be regularly revising work covered in class on a weekly basis)

2.8. Parents

Parents will:

- Provide a quiet space for their child to complete their homework;

- Aim to demonstrate an interest in their child's homework and aim to support them as much as possible when completing tasks;
- Communicate effectively and appropriately with teachers if they require any clarification regarding tasks set.

3. Expectations regarding setting homework

In key stages 3 and 4, homework is to be set weekly for all subjects, with the exception of some subjects in key stage 3 that students study less frequently (e.g. RS or ICT). In these cases, homework is to be set fortnightly. In some cases (e.g. Visual Arts), longer project-based tasks can take place over two weeks or a half term, but are still broken down, set and monitored weekly via SMHW.

For key stage 5, there is more flexibility in how frequently homework is set, but the school expectation is that time spent on working outside of school should match time spent in lessons.

The time expected to be spent on homework per key stage is as follows:

key stage 3	30 minutes per subject per week (or per 2 weeks in some cases)
key stage 4	45-60 minutes per subject per week
key stage 5	4- 5 hours per subject per week

All tasks are to be set on SMHW. Tasks must also be explicitly referred to by teachers in lessons and physical copies of any necessary resources handed out. If parents or students have a query about homework, the student should seek the teacher out in the first instance or the parent should contact the form tutor. **It is not an expectation that staff communicate with parents or students via the SMHW messaging function.** If students are required to print, arrangements must be made to facilitate student access to printers/ resources. Additional online packages may be employed by departments/ faculties to set homework, provided they are linked to and monitored through SMHW.

4. Sanctions/ rewards

Non completion of homework is to be addressed by teachers, departments and faculties in the following ways:

- Logging via the 'No Homework' tab on **Behaviour Watch**, which will trigger a text message home;
- Arranging a class detention for the student to complete the outstanding homework task;
- For repeated non-completion, a faculty-led longer homework detention;
- Issuing a faculty homework report;

- If homework is not being completed across a range of subjects, tutors to issue a homework report.

It is also equally important that excellent effort is recognised, shared and praised appropriately through praise, marking & feedback, and issuing of points on Behaviour Watch. Where possible, excellent homework should feature in class display.

5. Monitoring and feedback

Homework completion is to be monitored through SMHW grade books and teacher's personal records (e.g. teacher mark books) Any alternative homework packages/monitoring systems are to run alongside SMHW and not replace it.

Faculties and departments must have an agreed system of where homework is presented. This could be at the end of exercise books, amongst classwork or in separate homework book, provided homework is clearly signposted.

Homework is to be marked and feedback provided in line with the whole school marking policy, and completed within a two-week window. Positive effort will be regularly rewarded through use of Behaviour Watch.

6. Pedagogical features of homework tasks

Tasks set should fall under the following categories:

Preparation: Tasks that involve learning future content through independent research or directed reading. These tasks need to have a clear role in the planning of future learning.

Extension: tasks include the continuation of learning carried out in lessons to a more sophisticated level of detail or difficulty.

Consolidation: Tasks that include the embedding of skills/knowledge acquired in lessons through practice/ repetition.

Review: Tasks that model and develop a range of revision strategies on a specific area of study.

In Years 7 and 8, the overriding emphasis for homework tasks should be on engaging, enthusing and inspiring students. Whilst this is relevant for all year groups, in year 9 there will be an additional focus on building foundations for GCSE study, whilst in years 10 and 11, homework tasks will include a much more rigorous focus on exam skills and effective revision strategies.

In Years 12 and 13, tasks set should also ensure they address the following areas:

- Extensive reading and effective note-taking;

- A range of advanced research strategies;
- Developing awareness of the wider world, culture and workplace that pertain to the subject;
- The development of critical thinking skills.