



The High School  
Leckhampton

## Homework Policy

September 2021-2022

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**Date updated:** March 2021  
**Date approved by Trustees:** March 24<sup>th</sup> 2021  
**Review Date:** March 2022

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### 1. Our Vision

To offer valuable learning opportunities outside of lessons so that all our pupils become highly effective, interested, and independent learners.

### 2. Our Approach

At The High School Leckhampton, our teachers have a deep understanding of the complex nature by which children learn. We apply this knowledge carefully when setting homework tasks and by encouraging our pupils to become independent learners. At our school, we believe that quality teaching matters and homework is regarded as an important piece of the teaching and learning picture. Consequently, homework is highly valued as it provides an opportunity for pupils to practise, develop and extend their learning, independently of their teacher, so that they can develop an appetite for learning that exists long after their time at school.

For us, homework is never punitive but rather an opportunity to think deeply, prepare and consolidate understanding. The effort pupils put into homework is highly valued and recognised by their teachers but we hope that our pupils develop intrinsic motivation to learn, coming to regard homework as an important part of their educational development.

We believe that homework tasks should be accessible to all of the pupils concerned, not merely those fortunate enough to have a well-resourced home.

### 3. Working in Partnership with Parents

The lives of our pupils can be extremely busy with competing legitimate claims on their time. With this in mind we work in partnership with our parents so that they are sufficiently informed and on board about homework; understanding for example that the quality of the learning is more important than the amount of time spent on homework (Vatterott, Rethinking Homework, 2009).

We hope our parents fully understand their role in encouraging positive attitudes and removing any barriers to independent learning at home. We will support parents by providing access to The Visual Learning Environment (VLE) [Firefly] ensuring that our website provides them with quality information about our expectations.

#### **4. Working in Partnership with Pupils**

We understand that a progress or attainment gap can emerge between those pupils who regularly complete homework and those who do not. Therefore, we aim to teach the pupils how to manage their time and be increasingly independent of their teachers. This is done during the tutor programme, in assemblies, as well as in every lesson.

We are committed to helping pupils understand the purpose of independent learning and homework, hoping that they see its value in their educational progress. We support pupils by ensuring they are clear about how homework is assessed and that they have sufficient time to get the most from every task. By setting interesting, appropriate work and making the purpose clear to pupils, we want them to value the tasks and develop positive attitudes to learning

#### **5. Homework Objectives**

Every Subject Lead will have a clear set of expectations relating to homework in their curriculum area. However, broadly speaking the purpose of homework at The High School Leckhampton is:

- To improve learning
- To provide an opportunity to practise skills acquired in the classroom
- To consolidate and extend work covered in class or prepare for new learning activities
- To enable class work to concentrate on those activities requiring the teacher's presence
- To stretch, challenge and explore subjects so pupils gain a deep understanding
- To instil in pupils, the value and joy of learning (extending and exciting learners by opening up areas of study and facilitating the use of inspiring materials and sources available outside the classroom!)
- To encourage pupils to develop the practice of independent study
- To encourage pupils to have self-awareness, self-confidence and initiative
- To encourage our pupils to understand the learning that is happening both at school and at home

#### **6. Responsibilities**

##### **The Role of the Pupil**

Homework appears to be more effective for older students than younger students (Vatterott, 2009) and as such our pupils have an important responsibility to engage fully with their learning outside lessons.

Specifically, we expect pupils to:

- Listen to homework instructions in lessons and record specific details about the requirements of the task (including the deadline) in their planner
- Regularly log in to the VLE
- Follow teacher guidelines about how to approach the work (e.g. not spending less time than is required to complete the work to a good standard)
- Ensure all homework is completed and handed in to meet the deadline
- Attempt all work to the very best of their ability
- Inform the class teacher of any genuine difficulties

### **The Role of Parents**

Evidence indicates that parental involvement continues to have a significant effect on achievement into adolescence and even adulthood (DfE, The Impact of Parental Involvement on Children's Education, 2008). Specifically, research using data from the National Child Development Study (NCDS) found that very high parental interest is associated with better exam results compared to children whose parents show no interest.

We encourage our parents to:

- Provide a quiet place to work, away from distractions
- Talk to pupils about their homework and generally take an interest in their learning
- Ensure that time spent on homework is regular and balanced
- Remind pupils about deadlines (this can be done by logging into the VLE)
- Sign the school planner each week
- Provide the school with information about any problems through the school planner or by contacting the school directly

### **The Role of the Subject Teacher**

Homework should provide opportunities for maximum pupil success and minimum pupil frustration, with an emphasis on progress (Wright, 2006). It is important that subject teachers set authentic and relevant tasks, differentiated and well matched to learners' needs. Furthermore, our teachers must be mindful that maximum learning is much more about the quality of the task rather than the amount of time spent on it.

Our teachers will:

- Set quality homework that directly contributes to pupil progress (as defined by the Subject Lead)
- Ensure that homework is set on the VLE for all classes according to the homework timetable
- Give full and comprehensive instructions
- Set reasonable deadlines for the completion of work and to ensure that they are met
- Make clear to the pupils how the homework will be assessed (e.g. by the teacher/peer assessment/self-assessment)
- Provide help and support for pupils
- Inform the Subject Lead and follow the department procedures to deal with noncompletion of homework, including the setting of detentions

## **The Role of the Form Tutor**

The Form Tutor has an important role in supporting pupils to organise their time and communicating with parents via the school planner.

We expect Form Tutors to:

- Monitor and sign pupil planners every week, checking that homework is recorded in detail
- Note and respond to any comments written in diaries by parents
- Check pupils know how to access the VLE
- Encourage selected pupils to attend relevant 'Work Habits' sessions
- Support pupils by offering advice and guidance about time management
- Inform subject teachers and/or Subject Leads of pupil or parental concerns regarding homework

## **The Role of Subject Leads**

Subject Leads play a key role in successful homework, providing the vision for their department; clear guidance for subject teachers, pupils and parents. Every department will have a clear approach to homework that is directly linked to improving pupil learning in that subject area.

Our Subject Leads will:

- Lead the development of homework within their curriculum area (including monitoring and evaluating impact on pupil learning)
- Ensure their curriculum page of the school website contains information for parents about homework expectations in that subject area
- Provide teachers with clear guidance about the amount, frequency and type of homework that might be set in that subject area
- Support teachers in dealing with issues of non-completion (e.g. by offering department 'Work Habits' sessions)

## **The Role of Headteacher**

- To monitor, evaluate and review the school homework policy
- To report to Governors about the school's approach to homework and independent learning
- To support and challenge Subject Leads, holding them to account for their homework provision

## **7. Whole School Expectations (How much and by whom?)**

Children differ in readiness and developmental level: some pupils need more direct instruction, practice, concrete experience or simpler reading material. Others pupils may benefit from tasks that are more challenging or provide the opportunity to explore topics in greater depth. Our teachers are the best judge of what constitutes good homework.

In order to help pupils and their families to organise their time most effectively we publish a Homework Timetable each September for all pupils. We expect that most homework will fall

broadly in-line with the Homework Timetable however occasionally teachers may set homework at different times for the benefit of the pupils in their class. We write to parents of pupils at the start of each school year with specific guidance about the quantity of homework the pupils might reasonably expect as well as recommendations about the amount of time they might spend completing it. This information is published on our school website.

Homework is organised as follows:

**Frequency of Homework** *per timetable cycle of 2 weeks*

<b>Key Stage 3</b>	<b>Year</b>	<b>7</b>	<b>8</b>	<b>9</b>
English, Mathematics and Science		2	2	2
Languages		2	4	4
Design Technology		1	1	2
History and Geography		1	1	1
Religious Education and Art		1	1	1
Computing		1 per half term		

**Year 10**

Science	2
English	3
Mathematics	2
Full GCSE Options	2

**Year 11**

Science	3
English	3
Mathematics	2
Full GCSE Options	2

**Duration of Homework**

The approximate length of each homework task should be:

*(These times are only approximate and some homework tasks may vary from these times where the teacher feels it is appropriate)*

Year 7*:	20 – 30 minutes
Year 8:	30 – 45 minutes
Year 9:	45 minutes
Years 10 and 11:	60 minutes**

\* In Year 7, in the first half of the autumn term, students must hand in their homework to their tutors during morning registration the day after the homework is set (applies to all subjects except mathematics). Tutors will then pass on the homework to subject teachers.

\*\* At Key Stage 4, GCSE coursework may be set in place of or in addition to homework.

\*\*\* Music homework in Key Stage 3 will be set 3 times per half term

Pupils who repeatedly fail to complete homework should be reported to the Subject Lead. It is appropriate to give persistent offenders a punishment. Sanctions may include detention at break or lunchtime or, in more serious cases, after school. In some cases it may be more appropriate to attend a 'Work Habits' session.