



Homework Policy



DEYES
HIGH
SCHOOL

LYDIATE
LEARNING TRUST

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Homework

This policy links to:	<ul style="list-style-type: none">- Equal Opportunities Policy- Teachers Pay Policy- Capability Policy- Teachers' Standards- Classroom Observation Protocol
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Deyes High School Homework Policy 2022

Rationale

Ofsted say that homework should only be set if it's appropriate to the needs of the children. The new framework highlights the importance of setting appropriate homework that has clear and relevant objectives, and which develops children's learning.

Homework is work that is set to be done outside the timetabled curriculum. It contains an element of independent study in that it is not usually directly supervised by a teacher. It is important in raising student achievement.

Not all homework is done at home; in fact for some students who find it hard to work at home, or for some tasks which may require resources (books, software, equipment) more readily available at school, it is necessary or desirable to carry out the tasks at school.

Homework enhances student learning, improves achievement and develops students' study skills and as such is an integral part of the curriculum. It requires careful planning and integration into the scheme of work of each curriculum area.

Purpose of homework and out of lesson learning

1. To provide students with opportunities to review and consolidate the learning they do in lessons.
2. To develop students' personal learning and thinking skills.
3. To develop key learner attributes; responsibility, resilience, reasoning and the ability to be reflective and resourceful.
4. To provide teachers with an opportunity to assess student progress and give valuable feedback that will inform future learning.
5. To investigate own interests stemming from core learning.

Principles of setting homework, marking homework and providing feedback

1. Homework for each year group is set in line with the School Homework Policy and Guidance shown on the school website.
2. Homework tasks are set to provide students with a valuable learning opportunity; consolidation of learning, research of a new topic, development / reinforcement of new skills etc. Homework links directly to the curriculum sequence.

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3. Students are set a variety of homework tasks. Where possible, there should be an element of choice in the homework task they will complete. Choice is a good motivator for students.
4. Deadlines for homework completion are set and adhered to by staff and students.
5. Homework is assessed according to the whole school and departmental assessment policy.
6. Feedback is given to students promptly and highlights what the student has done well. This feedback may be given in class, as a whole class, or as personalised feedback.
7. Time is provided for students to reflect on feedback and take action when appropriate. This could involve students being given the opportunity to revisit their work.
8. Parents/guardians have access to information which keeps them informed about their son's / daughter's homework (Synergy); the task that has been set, feedback (including grades / percentages where appropriate) and non-completion of homework.

Responsibilities The role of the student

1. Listen to homework instructions in class.
2. To check Synergy for upcoming tasks.
3. To attempt all work to the best of their ability.
4. To ensure that homework is completed and handed in on the deadline.
5. To inform the class teacher of any difficulties.

The role of the form tutor

1. To include homework in student mentoring where appropriate.
2. To check that homework is being set on Synergy.
3. To respond to any enquiries by teachers or parents.

The role of a class teacher

The class teacher follows the faculty guidance on homework.

The teacher will:

1. Set homework according to the Policy and explain at the start of the lesson.
2. Record homework on Synergy (explained below).
3. Provide the stimulus and ensure students understand the purpose of homework.
4. Give full and comprehensive instructions and explain how this will be assessed.
5. Set deadlines for completed work.
6. Mark and return all homework promptly using the feedback policy, where appropriate.
7. Provide help and support following our incomplete homework guidance (recording on Synergy).
8. Inform the DOL, Form Tutor and Pastoral Team, as appropriate, when problems arise.

Synergy

Synergy should be used as an area to upload all homework for your students in order to encourage students and parents to access research, exemplar work, guidance and additional support. Clear guidance and training documentation is available on the school website.

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Synergy has the facility to track and monitor homework set by staff. Homework can be shared with both students and parents which encourages parental engagement. By using Synergy, teachers are able to monitor when students complete the work, set deadline dates and minimise paper wastage across school. (See guidance booklet for further details)

The role of the Faculty DOL & Subject Leader

☑ To seek to enhance the quality of homework set.

- To monitor and evaluate homework policy within their curriculum area through Synergy.
- To support and guide class teachers in line with incomplete homework guidance.

All faculties have a homework policy, detailing:

1. When homework will be set.
2. How much homework should be set.
3. Types of homework used.
4. Place of homework in the curriculum.
5. Faculty incentives.
6. Sanctions for unsatisfactory work.
7. Who will monitor homework and how often.

Implementation Plans may include homework as an area for action. It is good practice to have regular homework 'workshops' at faculty meetings to evaluate, create and enhance specific homework tasks.

The role of the Parent

Parents are encouraged to support their child through:

- Checking on Synergy to view homework set.
- Providing a quiet area for students to complete homework.
- Providing ICT / internet facilities where appropriate.
- Support the student where issues arise re incomplete homework.

Homework can be in a variety of forms

- Assessments
- Research
- Reading
- Mind maps
- Diagrams/ drawings
- Exam papers

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- Practise and refine (speaking and listening/ performing)
- Organising equipment e.g. ingredients/ PE kit
- Collaborative tasks where students take responsibility for other learning
- Independent learning
- Consolidation of work in class
- Practise – learning by doing eg PE/ Drama
- Completion of coursework assessments
- Reading
- Interviews
- Using ICT
- Recording

When will homework be set?

To help manage workloads we provide a weekly schedule.

KS3 Homework

Students will receive regular homework tasks for the EBacc subjects (English, Mathematics, and Science, MFL and Humanities). In addition, students will have small tasks following lessons (15 – 30 minutes) in other subjects.

Key Stage 4 Homework

KS 4 Independent Study – in addition to tasks set by staff, KS4 students are expected to complete the following to achieve their potential:

- Exam preparation
- Wider reading
- Research and information gathering to inform lessons and / or homework tasks
Coursework and / or preparation for controlled assessments.
- Attend additional teacher-led sessions

Key Stage 5 Independent Learning

KS5 Independent Study

In addition to tasks set by subject staff, KS5 students will be expected to spend at least 6 hours per subject, per week learning independently. Independent learning should either take place during a student's timetabled subject study lesson and / or in their own time.

Examples of independent learning include:

- Exam preparation
- Wider reading

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- Research and information gathering to inform lessons and / or homework tasks / Coursework and / or preparation for controlled assessments.

It is recommended that you do around 6 hours or more of independent work for each subject each week. In-school non-contact time it provided to accommodate this extra study.

Subject		Description
English	6 hours per week	Flipped Learning-students do all reading of texts outside of class and do work on the texts when in lessons; re-writing of class notes; questions based on texts studied; coursework planning and preparation; exam question practice; independent wider reading in subjects/genres studied.
Mathematics	6 hours per week	Learning consists of many small tasks such as: Solving problems based upon current learning. Reading ahead and completing work in preparation for upcoming lessons. Regular self-study and revision to fine tune skills. Past examination papers.
Further Mathematics	6 hours per week	
Biology	6 hours per week	Learning consists of many small tasks such as: Solving problems based upon current learning. Reading ahead and completing work in preparation for upcoming lessons.
Chemistry	6 hours per week	

Physics	6 hours per week	Regular self-study and revision to fine tune skills. Past examination papers.
Geography	6 hours per week	Making notes on lesson content, completing exam questions, constant revision of prior learning, independent reading around current affairs and issues.
History	6 hours per week	Making focused notes on lesson content, preparation for presentations, debates and discussions. Students will also be required to complete essays (at least 5 a year per unit) Students will be required to complete independent reading and research for coursework unit in Year 13.
Religious Education	6 hours per week	Research and skill-based tasks set in class. Consolidation of notes on lesson content, completing exam questions, constant revision of prior learning and independent reading around issues discussed in class.
Cambridge Tecs	6 hours per week	Catch up work set by each teacher, self-study.
Computing	6 hours per week	Reading ahead in preparation for upcoming lessons, condensing notes, past exam questions.
Business Studies	6 hours per week	Wider reading. Research for assessments and for application to topic. One piece of written assessed work. Essay planning.

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Psychology	6 hours per week	Revision of key terms. Re reading of class notes. Wider reading. Research activities. Essay Planning. One piece of written assessed work.
Sociology	6 hours per week	Revision of key terms. Re reading of class notes. Wider reading. Research activities. Essay Planning. One piece of written assessed work.
Health and Social Care	6 hours per week	Meeting with health professionals. Development of portfolio. Key term cue cards. Preparation for assessed work.
French/ Spanish	6 hours per week	Reading tasks- news articles/ internet Practising grammar Listening to news to improve listening skills Reviewing class notes Preparing speaking presentations Essay writing Grammar sentences Reading around a subject to research for a presentation
Dance	6 hours per week	Choreography tasks Rehearsing performances Analysing professional works Essay writing Presentations Research choreographers / dance development
PE	6 hours Per week	Homework from each member of staff each week. Exam questions and Essay questions. Course work (PPP and Investigative Research) Revision and exam papers
Product design	6 hours Per week	Mini project set every two weeks – clear deadlines Research and practical tasks in workshops Project work in preparation for exams.

Rewards

High quality homework and a good work ethos should be sensitively praised in class. Where appropriate, homework should be included in display work.

Guidance on incomplete homework - The teacher will assess the reason behind noncompletion of homework.

When homework is not completed teachers should initially support the student and identify the issue – this could be:

- Misunderstanding of the task
- A change of circumstances and lack of facilities at home to complete homework

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- Parents/guardians have communicated a satisfactory reason for the student's failure to complete the work correctly

If the teacher believes that incomplete homework has occurred due to the reasons above – the following will occur.

Staff will provide support and a further opportunity with a new deadline for homework to be completed. This could be completed in school (date stated by teacher) or at home (ensure this is recorded in the planner). This will include discussion with student and informing parent via Synergy.

If the teacher believes this has been a deliberate choice not to complete the homework

Staff will:

- Provide new deadline and ensure student understands the homework
- Record in planner with 'Homework Incomplete' and record on **Synergy a behaviour consequence 'homework'**

If a student fails to attend the detention or persistently fails to complete homework to the class deadline, the class teacher will:

- record on Synergy as 'failure to attend sanction' or 'failure to follow instructions'

LM /DOL to support, where required to ensure attendance at detentions

Homework will be closely monitored each half term by

- LM/DOL to support their faculty
- Form Tutor to support their students
- Pastoral Team to support students and staff

At Faculty briefings, the team will regularly discuss homework issues using Synergy data. The DOL will identify where additional support/intervention is required and will liaise to establish whether this is the case across subjects and needs to be picked up by the Pastoral Team.

Frequently asked questions about homework for parents

We have received questions and queries from parents and carers concerning a variety of aspects regarding homework. We have summarized these below in what we hope will be a helpful guide which will enable you to further support your son/daughter

'What is my role in homework?'

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Encouragement is a major role. Ensure that your child manages and copes with the workload. Sit with them. Talk to them about the tasks. If students verbalise their learning they are more likely to retain the knowledge.

'I'm busy and don't have time to help. What can I do?'

It's not essential that you sit with them and work alongside them, but showing an interest is imperative. Ask them what tasks they are undertaking tonight and sound enthusiastic!

'I can't help because education has changed since I was at school. I don't know what my child is taught.'

You can support by appearing interested in school: reading the School Newsletter; attend parents' evenings. Generally show an interest in school. Check the school website.

'I don't know enough about a specific topic to help my child. How can I help?'

Students thrive on rewards and encouragement. Maybe look at some information together. Help collect information. Supporting is an excellent way of helping.

'It's noisy and there's no space at home'

The School has several homework clubs which run from early in the morning until 4.30. There are also opportunities at lunchtime to complete homework.

'How much homework should my child be doing?'

The current homework timetable is on the School website.

'My child doesn't tell me about homework. What can I do?'

Look on Synergy. Ask your son's/daughter's form tutor. Ask them open questions about today's learning at school.

'My child's homework is set irregularly and then doesn't get marked.'

The first thing to do would be to talk to your child and make sure of the facts. If there is an issue, tell us via Syndergy in the first instance, or directly via the Head of Year or subject teacher.

'All my child seems to do is finish off work done in class'

It is important from time to time to finish off classwork. However, homework should take many forms. If you are not sure – ask or send in a query via Synergy.

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'My child spends more time than is necessary on her homework.'

Students work at different speeds. However, if they are spending inordinate amounts of time on tasks please inform us - 'x has spent 30 minutes on this task'.

The teacher will then look into the situation. Finally....

Homework is used to support classwork. It is an attempt to help students become independent learners and more importantly form a base of good practice which can be built on in future years. Deyes High regards homework as an integral part of the learning process.

We hope you have found this guide useful. If you would like to make any suggestions for improvement please contact Mrs Fowler, Senior Assistant Headteacher or your son's/daughter's Form Tutor.

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