



HOMEWORK POLICY

Rationale

Homework is seen as one of the principal ways in which pupil achievement can be raised. We believe that homework is an essential element in effective learning and has an important place in building every student's habits of independence and of working to deadlines.

The aim of this policy is therefore to:

- enable pupils to understand that independent learning is vital to achieving success
- give every pupil the opportunity to fulfil their potential through additional study
- instil in all pupils the importance of life-long learning
- provide training for students in planning & organising time
- promote a responsibility for learning within each pupil

For homework to be effective it has to be stimulating and challenging whilst being supported through the quality of the teaching and learning occurring in a classroom. It must also be marked.

The Purpose of Homework

Homework can serve a range of purposes ie:

- Allowing practice and consolidation of work done in class so that students achieve mastery
- Allowing preparation for future class work
- Developing skills in using libraries and other learning resources
- Providing opportunities for individualised work
- Allowing assessment of pupils' progress and mastery of work
- Providing evidence for the evaluation of teaching
- Training for pupils in planning and organising their time
- Developing good habits and self-discipline
- Encouraging ownership and responsibility for learning
- Providing opportunities for parental co-operation and support

Principles Underlying the Homework Policy

- Students must take full responsibility for their homework.
- Homework should be issued in appropriate quantities, and completion dates should be both clear and reasonable.
- Homework should be a carefully planned and an integral part of course work.
- It should not be seen as an “add-on” or a dispensable extra.
- Homework should match the needs and abilities of pupils.
- Homework should promote opportunities for consolidation and extension.
- Homework where possible is stimulating and challenging.
- Homework should involve all members of each year group.
- Homework should not be restricted to certain subject areas. It should reflect the breadth and balance of the curriculum.
- All students should record their homework in their link books
- Homework should be set at the start of the lesson wherever possible
- Homework should be marked and non-completion followed up appropriately.

Types of Homework

The nature and frequency of homework will vary according to both stage and subject. It is not appropriate, therefore, to adopt a ‘one size fits all’ approach. In each of the Key Stages, subject departments make statements about the nature and purpose of homework within their area of the curriculum and a wide range of approaches has been adopted. These are monitored and approved by the Assistant Principal: Teaching, Learning and Assessment

There are 3 main types of homework

Practice exercises – providing students with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills, including:

- consolidation exercises
- practising for mastery
- revising information about a current topic
- practising words or phrases learned in a language other than English
- reading for pleasure
- essay writing

Preparatory homework – providing opportunities for students to gain background information on a unit of study so that they are better prepared for future lessons, including:

- Background reading
- Researching topics for a class unit of work
- Collecting items

Extension assignments – encouraging students to pursue knowledge individually and imaginatively, including:

- writing
- making or designing something
- investigations
- researching
- information and retrieval skills
- monitoring