

THE CHANTRY SCHOOL

HOMEWORK POLICY

INTRODUCTION:

At The Chantry, we consider completing homework as one of the key routines that enable teachers to contribute to the challenge and improved academic achievement of all. One of the aims of our teaching is to provide pupils with opportunities to develop independent learning skills in preparation for GCSEs, A Levels as well as in later adult life, and homework is an important part of this.

WHY DO WE SET HOMEWORK?

We set homework at The Chantry for a number of reasons, such as to:

- consolidate, revise, practise and memorise skills and learning
- maximise opportunities for student led learning,
- encourage pupils to develop the practice of independent study skills,
- inform and prepare for the next lesson to ensure success and participation,
- develop perseverance and self discipline,
- further support the learning developed first in the classroom,
- extend learning beyond that which may be possible in the classroom,
- help develop an appropriate pace of learning,
- enable identification of an individual student's strengths and weaknesses,
- offer a means by which parents can become aware of the nature of the work required from the pupils,
- support the preparation and development of coursework/controlled assessment items for public examination.

At The Chantry, the setting of homework should:

- reinforce and extend the learning which has already begun to develop in the classroom or prepare for the next phase of learning,
- enable pupils to exercise initiative in producing good quality work,
- enable pupils to develop problem solving skills,
- enable pupils to develop investigative skills,
- take into account the ages, abilities and needs of the pupils,
- allow pupils to exploit the learning environment beyond the classroom and the school.

The homework tasks that are set are very varied and may include:

- an extended piece of writing,
- a project over several weeks,
- revising for a test or learning keywords or concepts
- answering questions on a worksheet,
- brainstorming some ideas to prepare for the next lesson,
- researching a topic,
- discussing an issue with family and friends,
- redrafting and improving a piece of work carried out previously,
- reading,
- producing a diagram, drawing or model,
- practising a skill.

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HOW IS HOMEWORK SET?

- We offer the following guidelines for the amount and frequency of homework set. However, as teachers need to be flexible in responding to the needs of their classes, it should be seen as a guideline and not a mandate. In addition, the amount of homework set depends upon the age of the pupil. At KS3, it is reasonable to expect students to spend 20-30 minutes on each homework task

KEY STAGE 3

- In Key Stage 3 we have a mixture of extended learning tasks and more regular homework, in order to complement the pupils' curriculum design and regular lessons.
 - a. **Weekly homeworks:** English, Maths, Science, MFL
 - b. **Fortnightly homeworks:** Geography, History, RE, ICT
 - c. **Three weekly:** Art and DT
 - d. **Extended Learning Projects:**
 - e. Drama may set homeworks such as learning lines and creative writing tasks, in preparation for performance.
 - f. Similarly, on occasion music may set homeworks to complement the lessons such as learning terminology or listening homeworks.
- **Response time:** Within the next lesson if it forms part of the learning experience or in line with the school's/department's feedback policy. NB: Some homework tasks will be acknowledged within the lesson rather than explicitly marked in the books.

KEY STAGE 4

- In Years 10 and 11, homework will be set by the class teacher on a regular, usually weekly, basis when it best complements the classwork and has a clear purpose to extend/reinforce the pupils' learning. A homework timetable will be established as guidelines for pupils and teachers.
- **Response time:** Within the next lesson if it forms part of the learning experience or in line with the school's/department's feedback policy. NB: Some homework tasks will be acknowledged within the lesson rather than explicitly marked in the books.

NB: As an amendment to our homework policy, and in response to parental consultation, any homework set over a holiday will be either set: in the penultimate week of term and due at least the first week back after the holiday, or set the last week of the term and due at least the second week back after the holiday. Our reason for this is to allow pupils to manage their time sensibly, whilst enabling a proper chance to relax and recharge their batteries over the holidays.

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RESPONSIBILITIES

THE ROLE OF THE PUPIL

1. To listen to homework instructions in class and ask if they are unsure,
2. To check Edulink on a daily basis
3. To ensure that homework is completed and handed in to meet the deadline,
4. To attempt all work and give of their best effort,
5. If needed, attend homework clubs during lunchtimes
6. To inform the class teacher of any difficulties.

THE ROLE OF THE CLASS TEACHER

The class teacher controls the direction of homework and the nature of tasks undertaken. The teacher will:

1. Set appropriate, stimulating and challenging homework for each pupil in the context of their curriculum for the year,
2. Provide the stimulus and ensure explanation and clarity about what is to be done, why it is being done and what the success criteria is,
3. Give full and comprehensive instructions and ensure it is recorded in the planner,
4. Set deadlines for completed work and ensure that they are met,
5. Record on Edulink,
6. Mark and return all homework promptly according to department/school feedback policy,
7. Provide help and support, where necessary,
8. Apply sanctions when homework is not completed on SIMS. A first offence for not completing regular homework is a warning. Any subsequent offences are automatically a C3. **It is important to still ensure the homework is completed as well as applying either a C2/3,**
9. Inform the Head of Department, Head of Year, as appropriate, when problems arise.

THE ROLE OF THE HEADS OF DEPARTMENT

1. To seek to enhance the quality of homework set by preparing and publishing termly overviews to complement schemes of learning,
2. To monitor and evaluate homework practice and application within their subject area,
3. To support class teachers where necessary.

THE ROLE OF THE SENIOR LEADER RESPONSIBLE FOR CURRICULUM DEVELOPMENT

1. To provide staff, pupils and parents with the necessary homework documentation,
2. To develop classroom practice to enhance homework across the school,
3. To review annually the school homework policy,
4. To monitor and evaluate the school homework policy and its application throughout the academic year.

THE ROLE OF THE PARENTS

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The role of the parent is crucial if a child is to gain success from homework. Reinforcing its value through positive feedback will give pupils the confidence to persevere, work hard and reach high standards of achievement. Parents can assist by:

1. Where possible, check on Edulink what homework has been set
2. Where possible, providing a table, chair and a quiet place to work,
3. Negotiating with the student when homework is to be done as a student's free time is important too,
4. Checking the time spent on individual tasks,
5. Ensuring that outside clubs do not hamper a child's quality of work and put a child under undue pressure,
6. Checking presentation and content of all homework being returned to school,
7. Providing the school with information about any problems through the pupil planner or by contacting the school directly.