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.

Our approach to homework reflects DfE guidance that supports high-quality homework as a tool for reinforcing classroom learning and developing independent study habits.

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 pupil 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 pupil'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.

THE CHANTRY SCHOOL
HOMEWORK POLICY

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 pupils to spend 20-30 minutes on each homework task

KEY STAGE 3

In Key Stage 3, all subjects set homework on a weekly basis to reinforce and extend classroom learning. While many tasks are short and focused, some subjects may set extended learning projects from time to time, allowing pupils to explore topics in greater depth and develop independent learning skills. For reference:

- Weekly homework: Set by subjects (excluding Drama, Music, Computer Science)
- Extended Learning Projects: Occasionally set in some subjects to support deeper learning
- Drama: May include tasks such as learning lines or creative writing in preparation for performance
- Music: May occasionally set tasks such as learning terminology or completing listening activities to support classroom learning

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.

THE CHANTRY SCHOOL

HOMEWORK POLICY

RESPONSIBILITIES

THE ROLE OF THE PUPIL

1. To listen to homework instructions in class and ask if they are unsure,
2. To check ARBOR 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 ARBOR,
6. Mark and return all homework promptly according to department/school feedback policy,
7. Provide help and support, where necessary,
8. Apply sanctions on ARBOR when homework is not completed. If a pupil does not complete their regular homework, the teacher should first establish whether there is a genuine reason for this. If there is no significant or acceptable reason, the pupil should receive an **initial warning** and be reminded of the expectation to complete future homework on time.
9. If the pupil fails to complete homework again without a significant reason, the teacher should issue a lunchtime detention (CLD) and ensure the outstanding homework is completed.
10. Following three homework offences, the class teacher should make contact with home, preferably by telephone, to discuss the ongoing concern. The pupil should also receive an after-school Middle Leader detention (MLD). As with all homework sanctions, teachers must ensure that the missed homework is completed in addition to the sanction being applied.
11. Inform the Head of Department, Head of Year, as appropriate, when problems arise.

NB: Year 7 Homework Transition Period

Year 7 pupils will be given a transition period until the first Monday after the October half-term holiday before the full homework sanctions are applied. During this time, teachers should support pupils in establishing effective homework routines and use reminders and encouragement where appropriate. **From the first Monday after half term onwards, the standard homework procedures and sanctions will apply.** Exceptions may be made where this has been agreed in advance with either the Head of Year or the SENCO, taking account of an individual pupil's needs or circumstances.

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 CHANTRY SCHOOL

HOMEWORK POLICY

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

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 ARBOR what homework has been set
2. Where possible, providing a table, chair and a quiet place to work,
3. Negotiating with the pupil when homework is to be done as a pupil'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.