



Aspire **Accomplish** Achieve

# **University Academy Keighley**

## **Homework Policy**

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## **1.0 Roles and Responsibilities**

The responsibility for the implementation of this policy and provision rests with the Principal. On an operational basis, the management, responsibility and evaluation of this policy will be undertaken by the Vice Principal - Standards.

## **2.0 Suggested Audience:**

**All staff, students and parents/carers.**

## **3.0 Related policies**

3.1 This policy is part of a suite of documents which should also be referred to.

- Curriculum development offering
- Student organisation and groupings
- Assessment and reporting arrangements

## **4.0 University Academy Keighley Mission Statement**

**Aspire Accomplish Achieve**

## **5.0 Introduction**

Homework plays a vital role in raising the standards of achievement of students of all ages and is an essential part of the way in which the Academy prepares students for both examinations and lifelong learning.

## **6.0 What is homework?**

Homework refers to any work or activities which students are asked to do outside lesson time; be it at home or in school.

Homework should not prevent students from participating in activities after school such as sport, music or clubs of any kind.

Homework should not impact adversely on the home life of each student.

The Academy recognises that the environment in which students complete homework varies significantly, so will make every effort to help the home create conditions conducive to learning or to provide alternative arrangements within the Academy.

## **7.0 The purpose of homework**

- To encourage students to develop the motivation, confidence and self-discipline to work on their own, an essential skill for adult life

- To help them develop the independent learning skills of research, planning and self-review
- To consolidate and reinforce curriculum specific skills and understanding
- To extend school learning, for example through additional reading
- To enable learners to reflect on their learning and to connect what they have learned to the next lesson
- To sustain the involvement of parents in their children's learning and keep them informed about progress
- To enable students to devote time to particular demands such as coursework or project work
- To support the home/school relationship

## **8.0 Guidelines to the amount and setting of homework**

- 8.1 All students are issued with a homework schedule at the beginning of each Academy year. This indicates how often subjects will set homework and the amount of time students are expected to spend completing the work. . Occasionally subjects will set homework outside of this schedule but will not expect it to be completed for the next day. This is not always possible, when preparing for examinations.
- 8.2 Students are also provided with a planner at the beginning of each Academy year in which to record their homework. It is the responsibility of the student to ensure that homework is submitted to the teacher on time. If students are absent when homework is set it is their responsibility to find out what they have missed and catch up. The planner should be signed by parents/carers each weekend and by form tutors on a weekly basis. Students are expected to have their planners out on desks in all lessons.
- 8.3 The time devoted to homework should increase as the student progresses through the Academy.
- 8.4 At secondary level, it is recommended that the time spent on homework or GCSE (or equivalent) coursework should fall within the following ranges:

<b>Key Stage 3</b>	-	<b>5 – 7 hours per week</b>
<b>Key Stage 4</b>	-	<b>6 – 8 hours per week</b>
<b>Post 16</b>	-	<b>4 hours per subject per week</b>

8.5 Homework will be differentiated where necessary to take into account individual needs.

## 9.0 Types of Homework

9.1 Homework may include such things as:

- Writing assignments
- Learning assignments
- Consolidation of learning from the lesson
- Preparing a presentation
- Reading in preparation for a lesson
- Revising for a test / examination
- Finding out information/researching a project
- Working as part of a group on a joint project
- Producing a project over a period of time

9.2 It is important that students should have frequent and increasing opportunities to develop and consolidate their competencies as independent learners.

9.3 The Academy is also aware of the **Government's e-strategy** which sets the expectation that every student should have access to a personalised online learning space with the potential to support an e-portfolio where parents/carers will be able to see the achievements of their children and support them in achieving their targets. The Academy will strive to achieve this.

## 10.0 Non-completion of homework

When homework has not been completed, appropriate action will be taken by the school to encourage its completion to a satisfactory standard. Initially this could involve support sessions with the Subject Teacher, but if repeated, this could include a break time, lunchtime or an after-school detention (Level 1).

Where non-completion of homework persists with no clear reason as to why this is occurring, the teacher will issue a Level 2 sanction and parents/carers will receive notification of an after school detention and will be invited into school to discuss their child's progress. The after-school detention will last no longer than one hour and parents should make appropriate provision to ensure their child gets home safely. The missed homework will be completed during this session.

## 11.0 Academy's Responsibilities

The Subject Teacher is responsible for setting appropriate homework, marking it regularly and ensuring that students return their work in the expected time. In addition, they are responsible for helping students develop the skills needed to be effective autonomous learners. Subject Teachers should check that students are recording details of homework set in their planners. In Years 7, 8 and 9 homework should be set to ensure that there is more than one night in which to do it. This allows students to plan their time, participate in out of school activities if they wish, and still be able to do their homework. Due to exam requirements in other years this may not always be possible.

As the Academy moves towards the use of e-portfolios and an online curriculum, homework tasks will be accessible via the Internet.

The Academy will provide a homework club and facilities so that students are able to complete their homework at school.

## **12.0 Special Educational Needs (SEN)**

In setting homework for students with SEN it is important to balance the right of students to share fully in the work of the class, including homework tasks, with their individual learning needs which may include consolidation and reinforcement of specific skills. Homework tasks should be differentiated and achievable, with consideration being given to how long a task will take to complete. Involvement of parents is crucial to ensuring that students are meeting their agreed targets. Teachers need to make sure that homework is recorded in planners accurately.

## **13.0 Parents'/Carers' Role in Homework**

- Parents/carers should support students with their homework but accept that their role will become gradually less important as students become more responsible and independent.
- Parents/carers should try and provide a reasonable place where students can work or encourage them to make use of the school's facilities e.g. Library.
- Parents/carers should encourage students to meet homework deadlines.
- If parents/carers feel that insufficient or too much homework is being set, they should contact their child's Form Tutor who will investigate the situation.
- Parents/carers should make it clear to students that they value homework and support the school in explaining how it can help them to progress.
- Parents/carers should encourage students and praise them when homework is completed.

## **14.0 Students' Responsibilities**

- Students should always carry their planners with them.
- Students should record the homework set and date due in even if they have written it in detail in their exercise book. (Students who need assistance to record homework accurately will be identified by the SENCO).
- Students need to accept that deadlines must be kept.
- Wherever possible, if a student has been absent, the student should try to find out what work has been missed with a view to catching up if possible. The Academy should support students in doing this.

- Problems with homework should be resolved before the deadline. If necessary students should see the member of staff concerned for help.
- Students should take a pride in doing their best.

## **15.0 Monitoring, Evaluation and Review**

15.1 Faculty Leaders will coordinate the setting of homework in their areas of learning. Some tasks will be identified in the scheme for learning and criteria for assessment specified.

Faculty Leaders should be aware of how effectively the homework policy is implemented in the area of learning. This should include: work scrutiny, student feedback and Faculty planning time.

Faculty Leaders should ensure that adequate records are being kept of the homework set.

It is the responsibility of the Faculty Leaders to monitor the marking of homework by members of their area (see Assessment, Recording and Reporting policy). Schemes of work and departmental homework policies should be reviewed regularly in the light of any changes to the whole school policy. It is the responsibility of Form Tutors to monitor planners and gain an overview of the setting of homework for their form. The Community Achievement Leaders will routinely look at the use of the planners across their Community in order to ensure they are being used effectively. It is also the responsibility of the Senior Leadership Team Leader to monitor the setting of homework across the school and ensure that the expectations in this policy are met.

15.2 The Academy Governing Body will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

## **16.0 Approval by the Governing Body and Review Date**

16.1 This policy has been formally approved and adopted by the Governing Body at a formally convened meeting

**Policy approved:**

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**(Chair of Governing Body)**

**Date:**

**11<sup>th</sup> November 2014**

**Date of Policy review:**

**10<sup>th</sup> November 2016**