



RATIONALE

Appropriate homework, and other work completed outside of lesson time, makes an important contribution to the learning of all students. It should play an integral part in the teaching and learning process and, through attentive assessment and purpose such work assists all students in developing their potential.

PURPOSES

- Homework enables classwork tasks to be continued through extension tasks and/or work to reinforce teaching and learning.
- Homework provides opportunities for independent learning; to practise key skills and as a means for teachers to “check the learning” of students.
- Homework provides opportunities for the development and practice of research skills, including the selecting, handling and evaluation of sources of information.
- Homework supports and underpins the successful learning of all students through tasks set by teachers with clear and shared learning objectives that serve the purposes of reinforcement, revision, practice, research, preparation, completion and consolidation.

SHOW MY HOMEWORK

SMH is an on line tool used by the College to set homework for students. It allows Parents/Guardians to keep track of their Child’s homework.

GUIDELINES

1. Homework tasks should involve a variety of work formats that could include work to be completed at home, in the library or computer rooms.
2. Students will use SMH to help them organise and plan their homework.
3. A highly structured and enforced timetable for homework no longer serves a purpose at KS3. Instead:
 - Core subjects will set at least one piece of homework, and usually two, each week as standard at KS3.
 - Other subjects will be expected to set regular homework.

This will be monitored by regular work scrutiny by members of SLT and by scrutiny of homework diaries by Heads of House and Tutors.

4. Homework will be introduced in a measured, gradual and planned way in Year 7, as

students adapt to the range, variety and scope of homework expectations. For the first two weeks, only core subjects will set regular homework.

5. At KS4 homework will be set weekly in all subjects. At KS5, the expectation is that additional study tasks will to be set in every lesson.
6. To assist with the transition to homework requirements at Sidmouth College, Year 7 students will be supported by advice from tutors and other staff, through guidance contained in the Learning the Ropes booklet and induction activities, and through learning to use the homework planner. Additional homework support will be available to students where needed, including appropriate after-school provision.
7. Where required, homework load will be adjusted or reduced due to students' additional needs. This will be agreed jointly by the SENCO and Head of House, communicated to subject staff and parents, and monitored regularly.
8. Where appropriate, KS3 subjects will be encouraged sometimes to set longer assignments over a block of time, rather than a series of short homework tasks. Guidelines and suggestions for this will be provided to staff.
9. Homework will not always be set at end of the lesson. Outlining the homework task at the start makes the homework an integral part of the lesson/topic, rather than an add-on.
10. Wherever possible, students will be integral in assessing work. This can be through self-assessment or peer assessment exercises before handing work in, adding a comment or target once the teacher has marked work, or by answering a feedback question set by the teacher in their comment.
11. Detailed guidance on effective feedback will be issued to all staff as part of the reviews of homework and marking/feedback. This will form part of a document to be issued to all staff on Homework and Effective Feedback.
12. Feedback from homework will include a developmental comment, using the format, "What went well?" and "Even better if".
13. Regular work scrutiny will be organised by Heads of Department to check on the consistency of marking/assessment and homework setting. Moderation exercises (especially of KS4/5 work) will continue to be a regular feature of department meetings.
14. The separate "grade" for homework on the Interim Report, with clear definitions of 'Excellent', 'Good', 'Improvement Required' and 'Unsatisfactory' effort will continue to be used, to highlight concerns and to celebrate success. Where students have an 'I' or 'U' for homework in reports, follow up will be essential.
15. Parents/carers will be encouraged to engage with the monitoring of homework as they are vital partners in developing good study habits in students. In particular, the College will

explore innovative ways to engage with “hard to reach” parents who do not check or comment on students’ planners regularly.

16. Groups of students will continue to be involved in the monitoring of homework policy, to discuss homework and to monitor the new process

RESPONSIBILITIES

The role of the pupil:

- To access homework through logging into Show My Homework.
- To ensure that homework is completed and handed in by the deadline.
- To attempt all homework and to give their best effort.
- To inform the class teacher of any difficulties.

The role of the Form Tutor/Head of House:

- To monitor through SIMS that students are not receiving C1 (failure to do homework once) or C 2 (repeated failure to do Homework).
- To check that the homework planner is being signed regularly by the parent/carer weekly.
- To note and respond to any comments written in homework planners by parents.
- To monitor students receiving C1 (failure to complete homework once) or C2 (repeated failure to complete homework) across the breadth of the curriculum.

The role of the HOH/Faculty:

- The HoD/HoF will also play a key role in monitoring the quality and standard of homework within the department/faculty and will have an overview of when each teacher sets homework. This monitoring will be done using Show My Homework.
- To control the direction of homework and the nature of tasks undertaken.

The teacher will:

- Use SMH to set appropriate homework.
- Be aware of students who cannot access SMH.
- Set homework in line with guidelines above.
- Provide full and comprehensive instructions through SMH.
- Set deadlines for homework completion and sure that they are met.
- Mark and return all homework using the College’s Feedback Policy. This ensures a clear and developmental learning conversation takes place between the Class Teacher and the student.
- Provide appropriate help and support.
- Allocate time within some lessons for students to respond to diagnostic feedback given from homework.
- Inform the Tutor, Head of Year and Department or Faculty Leader when problems arise.
- Log achievement and behaviour incidents regarding homework onto SIMS.

- Liaise with parents/carers regarding homework specifically, both positive and negative communications.
- Monitor through SIMS and SMH students receiving C1s or C2s within their subject (supported by their HoD/HoF)

Parents/Carers can assist by:

- Monitoring homework set through SMH.
- Reinforcing the value of homework through positive feedback, and provide students with the confidence to persevere, work hard and reach high standards of achievement.
- Providing a quiet place to work at home.
- Checking the time spent on individual homework tasks.
- Checking presentation and content of all homework being returned to school, and that deadlines are being met.
- Signing the homework planner each week.
- Providing the school with information about any problems, either through the homework planner or by contacting the school directly through other means.

The expectation of the length of homework task will depend on the curriculum time set for each subject, the nature of the work, the ability of the pupil and the Year Group.

How much homework will students receive?

On average, students should expect to receive the following:

- KS3: between 25-30 minutes per homework
- KS4: between 30 minutes to 1 hour per homework
- KS5: a minimum of 2 hours work per subject a week

Although there is a minimum requirement for homework tasks to be set each week, if a subject area is using a takeaway homework or extended project model, the expectation is that students note that they have worked on this ongoing project in their planner rather than set stand-alone homework tasks each week.

CONCLUSION

Homework and other tasks set outside of the classroom form an important part of students' learning. However, for this to be effective in helping to raise the achievement of all students, homework and effective feedback need to be managed, organised and monitored in a structured and consistent way.

Approved: 13.09.16 (SLT)

Approved: 30.06.14 (Learning & Standards)