

Policy: **Homework**



Agreed by SLT: 27th June 2017

To be reviewed annually

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. Staff will set homework via SMH. Students will use SMH to complete their home learning. Students should use their planner to plan their time and revision. Students without access to SMH will be catered for by staff.

3. The following represents the Minimum Expectations of frequency of setting homework in each Key Stage.

At Key Stage 3 (Years 7, 8 and 9):

Core Subjects (English, Maths and Science) – At least weekly

Languages, Humanities (History, Geography and RE) – At least fortnightly or one project based homework per half term.

All other subjects – At least one per half term (approximately 6 weeks)

At Key Stage 4 (Years 10 and 11):

Core Subjects (English, Maths and Science) – At least weekly

Option Subjects and RE – At least fortnightly

At Key Stage 5 (Years 12 and 13):

Students are set at least two pieces of independent study or homework per subject every week. Students are also expected to do at least 1 hour of independent work per lesson each week.

4. 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. 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 homework.

5. 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.
6. 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.
7. 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.
8. Homework will be marked and feedback given in line with the Marking and Feedback policy.
9. 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.
10. 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.
11. 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.
12. Groups of students will continue to be involved in the monitoring of homework policy, to discuss homework and to monitor the new process