

Policy: **Homework**



Agreed by SLT: 13th November 2019

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. Homework must be **purposeful and directly link to previous or future learning.**

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

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 every 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 learning question set by the teacher in their comment.
7. Through a challenging starter the teacher may choose to interleave aspects of previous learning or homework to assess new knowledge and identify any gaps in understanding.
8. Detailed guidance on providing effective feedback can be found in the Assessment and Feedback Policy.
9. Regular work scrutiny will be organised by Heads of Department and SLT to check on the consistency of assessment and feedback.
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