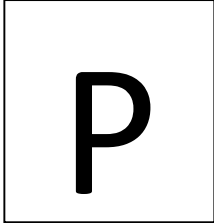




Homework Policy



1. Rationale

- 1.1 Homework is work that is set outside the timetabled curriculum. It contains elements of independent study in that it is not normally supervised by a teacher. It is important in raising student attainment. "Homework is not an optional extra, but an essential part of a good education"
- 1.2 The focus of homework will be the acquisition of knowledge required to improve student progress outcomes.
- 1.3 To fully meet the needs of all students homework will use emergent digital platforms to support the above rationale. The use of digital platforms will provide immediate and concurrent feedback, to help direct student completion.
- 1.4 The school has high expectations and aspirations for all students and aims to raise attainment and secure outstanding progress. As a school we believe that homework is essential in supporting improved student outcomes.
- 1.5 The aims of homework at Light Hall are to enable students to:
 - 1.2.1 consolidate and extend work covered in class or prepare for new learning activities;
 - 1.2.2 access resources not available in the classroom;
 - 1.2.3 develop research skills;
 - 1.2.4 show progress and understanding;
 - 1.2.5 enhance their study skills e.g. in planning, time management and self-discipline;
 - 1.2.6 take ownership and responsibility for their learning;
- 1.3 Parental and student support for the policy is emphasised in the home-school agreement and in meetings with parents, especially at induction and open evenings. Students and parents must accept the importance we attach to full compliance when deciding to make the choice to attend our school.
- 1.4 All students have an entitlement to homework that is set according to the published guidelines and supports the learning process.
- 1.5 Subject staff are fully supported in the application of this policy by relevant staff including Subject Leaders, the pastoral team and the Senior Leadership Team.
- 1.6 The setting and enforcement of appropriate homework, including the importance of assessment and student feedback, is essential if students are to make outstanding progress.
- 1.7 This policy has been created in consultation with staff and has been assessed for workload impact.

VERSION 1	TO BE APPROVED BY FULL GOVERNING BODY ON: SEPTEMBER 21	POLICY RENEWAL REQUIRED: ANNUALLY	REVIEW DATE SEPTEMBER 22	SIGNED: CHAIR OF GOVERNORS
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2. Responsibilities and Expectations of Students

2.1 At Light Hall, it is the responsibility of the student to:

2.1.1 Listen to homework instructions in class;

2.1.2 Access homework set daily through the ClassCharts website.

2.1.3 Ensure that homework is completed to the best of their ability and handed in (in most cases digitally) to meet the deadlines set.

2.1.4 Where appropriate ensure that they indicate which pieces of work are homework tasks in their books with a h/w notation next to the title

2.1.5 Use their homework timetable to help them manage their time

2.1.6 Inform their subject teacher of any difficulties they may be experiencing with the completion of homework

2.2 Expectations of time taken to complete homework

2.2.1 As a guide, at Key Stage 3 (Year 7/8/9), students should expect to spend approximately 30 minutes a week working on each of their subjects. They should not expect to complete homework for drama, art or PE in this Key Stage.

2.2.2 At Key Stage 4 (Year 10/11), students should expect to spend up to an hour on each of their subjects per week. The timings for Key Stage 4 are there as a minimum guide, the length of time an individual spends working on homework in this Key Stage in a week may exceed these timings and will depend on the nature of the subjects chosen and the imminence of examination board submission deadlines and internal examinations.

2.3 Support provided for students

2.3.1 All students are issued with a homework timetable at the start of the academic year. The homework timetable is personalised to their curriculum timetable and is there to guide them in organising their work and planning their time each week. Parents/carers are also able to access the ClassCharts software to monitor homework set for their child. Any concerns should be shared with the Pastoral Manager in the first instance.

2.3.2 Light Hall is very aware that not all students have appropriate resources, support or even suitable areas at home to work and for this reason support for students to complete homework will be provided. Students are able to access IT facilities outside of normal lesson time in the school library.

2.3.3 For some students, particularly those with additional needs such as ASD, homework will be clearly defined in terms of task and time. Allowances will be made for students with processing and literacy difficulties to ensure that the setting of homework is fair and equal.



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3 Guidelines for Teachers

- 3.1 The focus of homework will be to support the acquisition of knowledge required to improve student progress outcomes.
- 3.2 For homework to be effective it needs to be stimulating and challenging, whilst being supported through the quality of teaching and learning in the classroom. The setting of homework and this policy should not be seen in isolation, but as part of the whole of the educational experience we provide for our students at Light Hall.
- 3.3 As homework is an integral aspect of all subject's curriculum plans, all completed homework tasks will have appropriate feedback provided. This will take varied forms, for example (but not exhaustive) feedback may be; through virtual platforms, self-assessment, peer assessment or class teacher assessment. This will be different in different subjects, and across different homework tasks.
- 3.4 Homework tasks should be a carefully planned and an integral part of a scheme of learning. It should not be seen as an "add-on". Homework tasks should be clearly identified in the subject's long term plan (LTP). This ensures that homework is purposeful, sequential and linked to in school learning.
- 3.5 Homework should match the needs and abilities of all students.
- 3.6 With the introduction of 'content/knowledge' driven specifications in GCSE examinations, homework should promote regular opportunities for consolidation and rote learning of facts to support student recall over time. (Year7/8/9) This homework should be followed by an ongoing programme of 'low stakes' testing focusing on knowledge recall. 'Knowledge Mats' across all subjects will provide the content for this homework.
- 3.7 A balanced and effective homework schedule will include:
 - 3.7.1 In KS3 homework will follow the format of one week of 'virtual' / internet-based learning tasks (such as SENECA), and one week of 'physical' homework. This homework will be a Low Stakes Test (LST) / Learning Mat. This will be shared with students, at a subject teacher level.
 - 3.7.2 In KS4, in most subjects, all homework will be set through digital / virtual platforms. Where this is not the case, specific subjects will share with students the homework format plan.
 - 3.7.3 Tasks which provide students with the opportunities to apply new knowledge, review, revise and reinforce newly acquired skills, memorisation of tables, spelling words, researching topics for a unit of work, information about a current topic in preparation for an assessment, practising words or phrases learned in a language other than English, reading for pleasure, essay writing;
 - 3.7.4 Tasks which provide opportunities for students to gain background information on a unit of study so that they are better prepared for future lessons, such as background reading, reading e.g. English text for class
- 3.8 When setting homework, teachers should be mindful of the slots allocated to their subject on the students' homework timetable and the time guidelines for their subjects. Students in Key Stage 3 have the equivalent of one 30-minute slot per week for all subjects with the exception of Art, Drama and PE where homework is not



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expected. In Key Stage 4, students also have the equivalent of up to 60 minutes of homework per week, for all subjects.

3.9 Support for teachers if students do not comply

3.9.1 Teachers will log that homework has not been completed on ClassCharts if there are no mitigating factors such as a note or email from parents/carers.

3.9.2 Despite students missing the initial deadline, subject teachers must still endeavour to get students to complete the missing work. This could include offering intervention sessions with students after school or at lunch time. These are not detentions.

3.9.3 Pastoral Managers will regularly track students on ClassCharts and select students who are repeatedly not completing homework for after school Homework Support sessions. The focus of the support sessions will be to complete any missed homework tasks.

4 Monitoring

4.1 Subject teachers will follow the school policy on non-completion of homework, monitor the standard of homework presented and take actions accordingly. This will inform their judgements for the Behaviour for Learning grades they award students on a termly basis.

4.2 The quality and quantity of homework and the application of this policy will be monitored weekly through ClassCharts reports by subject leaders and TLR holders, half termly by Heads of Subject through regular work scrutiny. SLT monitoring will be termly.

4.3 The effectiveness of the policy will be evaluated through the monitoring of student progress data