



The Parker E-ACT Academy Homework Policy 2018-20

This policy is designed to give academies an indication of how Academy policies can be drafted. It is not exhaustive in respect of best practice or the regulatory frameworks that apply in relation to Academy policies. Academies should tailor template policies to ensure that they reflect current practice and the ethos at the Academy. Academies should ensure that all policies are effectively implemented and reviewed regularly. Academies are advised to read the applicable statutory and advisory guidance before implementing this policy.

Document provenance

This policy was approved by Trustees as follows –

Education and Personnel Committee	Date: February 2018
Frequency of review: every two years	Next review date: February 2020
ELT Owner: National Director of Education	Author: Regional Education Director (North)

Summary of changes at last review:

- Minor changes to the wording to ease clarity.
- Reference to use of computer software packages used for homework tasks.
- Reference to 'academy' throughout for consistency.

Related documents:

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1. Introduction and purpose

1.1 Homework is an integral part of education. It:

- promotes students' self-discipline and personal responsibility for learning and organisation
- reinforces work started in class, extending knowledge and deepening understanding
- gives opportunities for students to refine, strengthen, extend and practice skills
- allows parents to have an oversight of and become involved in their child's learning
- is valuable in ensuring students make progress, consolidates what they already know, deepens their understanding and raises their attainment.

1.2 The aim of this policy is for each academy to meet Ofsted's criteria for homework within the outstanding grade descriptor, i.e. "Teachers set challenging homework, in line with the academy's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come."

2. Scope

2.1 This policy applies to all teachers and all academies providing secondary education.

3. Homework at The Parker E-ACT Academy – what to expect

3.1 Amount of homework

3.1.2 Each subject will set the expected amount of homework from the start of the academic year. However, the amount may vary during the year if staff feel that students need to catch up, consolidate what they know or where further work is needed to attain the outcomes expected for their age. The approaches may differ according to the subject. For example the approach to PE homework may be different to history homework.

3.1.3 The academies will work hard to make sure homework is not burdensome for students or their parents, particularly those who have special educational needs and/or disabilities. Many students take part in worthwhile activities and clubs after school and at weekends. Each academy will strive to make sure that homework does not prevent students from taking part in these activities.

The following is a guide:

	Per subject	Per evening
Years 7 and 8	15 – 30 mins	45 mins – 1 hour
Years 9, 10, and 11	40 – 50 mins	1 – 2 hours

3.1.4 The academy may set homework over a longer period, for example a project or extended piece of work to complete over a week or two weeks, or over a holiday.

3.2 The role of parents/carers

3.2.1 At the start of each academic year, a copy of the homework timetable will be sent home together with a letter and reply slip, outlining the purposes of homework. This urges parents to:

- provide a quiet place in which their child can do their homework, or encourage them to attend homework and study support clubs in the academy
- make clear to their child that they value homework
- encourage their child and praise them when they have completed homework
- expect deadlines to be met and check that they are met
- check and sign their child's planner each week.

3.2.2 Parental involvement in the successful implementation of the homework policy will be further encouraged by:-

- discussing homework at parents' evenings or meetings throughout the year
- contacting parents if the completion of homework is a concern, or where parents have raised concerns about the amount, timing, or content of homework
- using the website, twitter or newsletters to remind parents about homework deadlines
- informing parents about how well their child is completing homework.

3.3 Planning and nature of homework tasks

3.3.1 Homework tasks should be:-

- meaningful and serve a purpose
- interesting and fun to complete
- manageable for pupils in terms of time and resources required
- explained clearly to students so that they know what they need to do and how the work will be marked or assessed
- manageable for staff in terms of the marking or feedback required
- varied. Suggestions include:-
 - problem-solving to test application of class work
 - questions to review class work
 - use of computer based homework tasks such as from Hegarty Maths
 - preparation for forthcoming lessons
 - research to find out additional information
 - Revision or learning factual information
 - composition work
 - drawing and designing
 - reading, spelling, mathematical tables
 - project or coursework.

3.4 The recording and monitoring of homework

3.4.1 **Students** must record the homework set in their planners. Time should be set aside for this during each lesson. Students with special educational needs and/or disabilities must, where appropriate, be given extra help with writing down their homework task.

3.4.2 **Parents** are expected to check and sign their child's planner each week.

3.4.3 **Form tutors/year leaders/departmental staff/progress leaders** should check and sign planners on a weekly basis.

3.4.4 **The Leadership Team** has a monitoring role to ensure that homework is being set across each key stage, and should carry out systematic sampling at regular intervals. Serious difficulties experienced by the year leader/form tutor/departmental staff may be referred to the Leadership Team.

3.4.5 **Subject Leaders** must ensure that homework is set and marked regularly, by all members of their department.

3.5 Feedback to students

3.5.1 Staff should provide effective and prompt feedback as this is fundamental in helping students to progress.

3.5.2 Schemes of work must include homework tasks and information on how these are to be assessed. The assessment criteria must be shared with students.

3.5.3 Sometimes it is appropriate for students to self-assess or peer-assess homework tasks. Teachers should provide model answers for these activities to aid students' understanding of assessment procedures.

3.6 Strategies for supporting the completion of homework

3.6.1 The primary aim is to impress upon students that homework is a vital part of their education, to be done at home or within study support sessions in the academy. A variety of strategies should be used to ensure the successful completion of homework.

3.6.2 If students fail to submit or complete homework this must be recorded by staff in the planner. If there are no extenuating circumstances leading to the failure to complete homework on time, students must complete the set work:-

- by attending study support or a homework group
- during a subject/department detention.

3.6.3 If a student fails to complete three pieces of homework within a half-term, this will result in referral to the relevant year leader/progress leader and subject leader, who will work with the student to find an appropriate strategy to support the completion of homework.

3.6.4 The academy understands that some students who are eligible for the pupil premium, particularly those who are looked-after, may have difficulty in finding an appropriate environment and time to complete the homework task. Senior leaders will will allocate funds, or support, as necessary in the academy's annual pupil premium strategy to help these pupils to complete their homework.

4. Guidelines for homework in Years 12 and 13

4.1 For students following post-16 courses, homework is a vital part of the course and must be planned within the scheme of work. It is also an essential part of the transition to higher and further education.

4.2 Students must be encouraged to take responsibility for their own learning and their personal organisation. Pastoral staff will help students with ideas as to how they can better organise themselves. Former and older students will be used to provide ideas to support development of successful self-organisation skills.

4.3 Students have a planner to record details of all homework tasks.

4.4 The Sixth Form leader will monitor the setting and completion of homework across all subjects.

4.5 Structured homework tasks must relate to the assessment criteria and be geared towards examination or coursework requirements.

4.6 Staff should highlight to students the importance of self-organised study, such as reading and revision, at the start of the course. Staff must provide regular guidance to help students with these tasks.

4.7 For A/AS courses, subject areas must set a minimum of three hours formal homework per week, with an additional one hour allocated to self-organised study during the academy day.

4.8 Staff must set homework for vocational and BTEC courses in line with coursework requirements.

4.9 Staff must co-ordinate the setting of homework tasks within subject areas to ensure that the amount set is sufficient and manageable.

5. Special Educational Needs

5.1 Students who have special educational needs and/or disabilities should be given differentiated and balanced homework tasks, to allow them to share fully in the work of the class and to help them to overcome their individual barriers to learning.

5.2 All pupils should be set homework tasks for the same purpose. Homework tasks should not be set for pupils who have special educational needs and/or disabilities as a means to allow these students to catch up with the rest of the class.

5.3 The SENCO, through working with staff, should aim to ensure that tasks are manageable for pupils and that skill practice is incorporated where relevant.

5.4 Homework tasks should be varied, have a clear focus and time guidelines and give students plenty of opportunities to succeed.

5.5 The SENCO and pastoral staff will work with students who have a disability to make sure that they are able to access their homework.

6. Review

6.1 The core of this policy will be reviewed every two years by the national director of education and approved by the board of trustees. The policy will then be adapted as necessary by academies, with the input of the regional education directors.