



Hardenhuish School

Homework Policy

If you would like any policy in a more accessible version, please contact the Administration Manager
(admin@hardenhuish.wilts.sch.uk)

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1. The purpose of homework.

Homework is the name given to any assigned learning activities that pupils and students complete outside the classroom. Homework is an important part of pupils' and students' learning. It helps them to:

- Consolidate and extend their knowledge and understanding of subjects.
- Practise skills such as problem solving, research, expression and extended writing.
- Build independence, self-discipline and organisational skills that will support preparation for future assessments and exams and help them to cope with future employment and life's challenges.

In addition, homework forms an important bridge between the school and parents. It provides parents with opportunities to see what their child is learning and to support their attitude to learning through positive encouragement.

2. How often will homework be set?

Teaching staff are mindful of the need to balance the benefits of homework with time for pupils to rest. Homework should always be relevant, challenging and meaningful and, therefore, will only be set when it is appropriate to do so. We do not believe in setting meaningless tasks that do not fulfil the above criteria and, therefore, subjects may decide not to set homework each time it appears on the timetable.

Teachers must give an appropriate number of days for pupils to complete homework to the best of their ability. No homework should be set one day with a deadline of the following day.

Staff should be mindful of setting homework over the holidays. Some children might have a family trip or camp for the entire holiday or long weekend. Extra time should be considered so that work is not rushed and sub-standard as a result.

There are opportunities for pupils to do their homework in school during the lunch break and after 3.00 pm. The library is supervised until 4.30 pm each day, except Friday, and computer rooms and study rooms are also available. Pupils/students should always ensure a member of staff knows when they are on site after school hours.

3. What sort of tasks will be set for homework?

Homework can entail a whole range of different activities such as online quizzes, research tasks, revision, investigations, interviews, simple experiments, essay writing, drafting, report writing, designing, making a model, drawing, reading, word processing, desk-top publishing, completing projects or spending time reflecting on and improving previous work (Dedicated Improvement and Reflection Time = DIRT) all constitute valid assignments.

Homework assignments will be designed as part of the planning of a subject scheme of work to help to make homework both relevant and manageable. The learning objectives behind each homework that is set should be shared with pupils/students to reinforce its relevance. Subjects will vary in the type of homework set depending on their specific curriculum. Some may set a project at the start of a term and give pupils a number of weeks to complete them; allowing pupils to add to their work as their learning in class progresses. Alternatively, subjects may set number of tasks at the start of a term and provide pupils with a choice of which ones/how many to complete. Staff should be mindful of the accessibility and reading ages. Setting tasks which require expense or specific tools such as printers should be reviewed to improve equity. Staff should ensure homework tasks are accessible to all pupils, regardless of home resources.

The expectations for individual pupils should be adjusted by factors such as age, special educational needs and home circumstances where required. The SEN guidance on Arbor created through advice of the Learning Support Faculty should be sought when setting homework for SEN pupils.

4. Recording, communicating and monitoring homework set.

All teaching staff are required to set all homework using the Satchel One website or App. This is an online tool that enables pupils/students and parents to see what has been set, how long a pupil/student should spend on it and when it is due to be submitted. Pupils/students and parents can also access any relevant resources or support materials that a pupil/student may need to complete the homework through Satchel One. To this end, pupils/students and parents will be allocated with their own unique username and password.

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Parents and carers provide invaluable support when they make it clear to pupils that they value homework. It is recommended that parents provide a suitable place in which pupils can do their homework, expect deadlines to be met and check that they are, and praise pupils for work done at home. If the pupil has tried hard but been unable to complete the homework, the parent could inform the teacher of this through by email.

Both teachers and parents have a responsibility to see that procedures are operating properly, including communication issues that arise, and that homework is appropriate in the type and scale of tasks. The tutor and Learning Manager will follow up instances of either too much, too little or inappropriate homework.

Each year, as a way of determining the extent to which the policy is contributing to the progress pupils make at school and their attitude to learning, Curriculum Leaders should review homework set as part of a scheme of work for a particular year group.

5. Feedback for pupils.

Teachers will give appropriate feedback to pupils once homework has been completed and handed in. Self and peer assessment may also be used to provide feedback on homework. Curriculum Leaders apply their own policies on the character of feedback that should be given for each subject. How work is marked will depend on the purpose of the homework. Pupils will receive regular feedback in a timely and appropriate manner.

6. Consequences for pupils/students not completing homework.

Should a pupil not understand the homework, for example if a pupil was absent from school when the homework was set or has been unable to complete it in the time allotted due to illness, they should contact the teacher at least one day before the deadline to ask for extra support and for the teacher to consider a possible extension to the deadline.

Should pupils not complete homework by the deadline set, this should be recorded on Arbor by the class teacher and an appropriate consequence applied. Should a pupil regularly fail to submit homework by the deadline, that child's Learning Manager will take appropriate steps to support them to get into better habits to complete their homework.