

Le Rocquier Homework Policy



Le Rocquier School

RATIONALE

Work done at home can make a significant contribution to a pupil's progress at school and therefore it should be an integral part of the education process. Homework can be used to consolidate learning from lessons, deepen understanding and challenge pupils beyond the classroom experience. It also provides an opportunity for parental engagement between pupil and school. Students who complete homework regularly in Key Stage 3 learn the skills needed for completion of revision that are necessary for Key Stage 4. Those who develop good homework habits in the younger years develop good time management and organisational habits, as well as being more successful academically. This policy has been written in line with UK government and exam board advice. (See appendix 1.) The policy relies on Satchel being at the heart of our homework setting and monitoring.

AIMS

The purpose of homework is:

- To develop and consolidate the skills needed for effective independent study. This is important for pupils' life-long learning and adaptability.
- To allow students to process new learning, apply new skills or embed key vocabulary at their own pace in a non-classroom setting.
- To build confidence and, in turn, motivate students as their understanding develops.
- To manage particular curriculum and course demands such as coursework.
- To provide opportunities for extension work, reflection or deeper learning that may not be possible within a busy curriculum.
- To provide staff with evidence of individual student understanding or misconceptions.

TIME ALLOCATION FOR HOMEWORK

The following time allocations should be flexible, depending on a particular pupil's circumstances and needs. The following times are an approximation for 'normal' weeks. In the build up to exams homework expectations may be higher due to revision. Students with additional needs should also be considered and homework tasks adapted accordingly.

	Homework types	Recommended time per day
Key Stage 3	<ul style="list-style-type: none"> • Tasks could focus specifically on learning subject-specific vocabulary and improving disciplinary literacy and numeracy. • Some tasks could be 'project-based' or optional competitions to encourage those with a flair or interest in a subject. • Tasks could focus on spaced-learning and building key skills needed for future success in the subject. • Tasks do not have to be written. They could be online, discursive or experiential – depending on the purpose of the task. • Tasks could allow students to explore a subject from a more creative angle or as a way of developing metacognitive or critical thinking skills. • Tasks could be DIRT tasks to allow students time to reflect on how to improve work completed in lessons. 	Year 7: Up to 45 mins.
		Year 8: Up to 60 mins.
		Year 9: Up to 90 mins

	<ul style="list-style-type: none"> • Tasks can be used to prepare students for the next lesson's content, not replace quality first teaching or cover new content. 	
Key Stage 4	<p>Year 10: Tasks should focus specifically on consolidating and applying new knowledge and skills. They could also include pre-reading or preparation for future lesson content.</p> <p>If a student has no homework set, there is an expectation that they revisit the week's learning and make notes to aid future revision.</p>	Year 10: Up to 120 mins (including going to support or revision sessions)
	<p>Year 11: Tasks should focus specifically on exam practice and independent revision or completion of non-examined assessment work (NEA/coursework). They could also include pre-reading or preparation for future lesson content.</p> <p>If a student has no homework set, there is an expectation that they revisit the week's learning and make notes to aid future revision.</p>	Year 11: Up to 150 mins (including going to support or revision sessions)

Teachers should set meaningful and targeted homework tasks. They do not have to set homework every week if it is not meaningful. Homework 'for the sake of homework' is not constructive and can disengage learners. It should be a valued experience for students and teachers alike.

Students will have **at least a week** to complete homework tasks. This allows students to plan their time more effectively and means that they do not need to follow a specific 'homework timetable' on each given day when they may have outside commitments such as sports clubs or family events.

Students are expected to check the details of the homework in Satchel along with the due date of assignments. This information will also be available to parents through Satchel in the 'to do' section. Using the 'to do' list will help prioritise work to be completed by the correct deadline.

Homework tasks may be completed on different online learning platforms such as MyMaths, GCSEPod or Accelerated Reader. This will enable staff to adapt the level of work appropriate for different students. It may also reduce staff workload by automatically marking tasks and providing instant feedback for students.

Parents can support students by helping them to understand instructions and providing a calm, appropriate space in which to study. However, they should not give too much help to prevent the work being a fair reflection of what the child is able to produce independently.

Work that is completed to a standard well below the student's ability will not be rewarded.

Homework Club is accessible to all students and should be resourced with basic materials – eg pens, pencils, colours, a variety of paper etc.

Good examples of homework should be displayed to build the confidence of students, exemplify good standards and reward those that have 'gone the extra mile'.

Holidays

Students, like staff, need their holidays to relax, recuperate and recharge. **Homework setting over the holidays is not encouraged**, however there may be occasions when additional work is necessary; especially at KS4. As always, any work set should be purposeful. This may include Year 10 and 11 revision for assessments after the holiday.

Expectations of Pupils

- Pupils are expected to check Satchel daily. They should use the 'to' do' list to help prioritise their work.
- Pupils are expected to attempt all homework set to the best of their ability.
- Pupils should not rush their homework and should try to complete it in a peaceful working environment.
- Pupils are expected to show parents or carers the homework they have completed.
- Pupils should seek help when they are not sure what to do – from a parent or carer and/or subject teacher.

Expectations of Staff

- Subject Teachers will ensure that homework tasks are well explained in Satchel, giving the necessary level of detail and resources needed for students to succeed and for parents to support their child.
- Subject teachers will monitor homework completion and quality. Work handed in should be marked as submitted in Satchel to enable parents to monitor completion.
- Subject teachers will reward students completing homework in a timely fashion and to a good standard using the whole school rewards system.
- Subject teachers will record behaviour points for students not completing homework in a timely fashion or to a good quality.
- Subject teachers will contact home for those students consistently failing to meet homework expectations. This may include setting detentions to complete important tasks if the teacher deems this necessary.
- Subject Leaders will monitor the setting of appropriate homework tasks within their subject. They, in turn, will feed back to Faculty Leaders.
- Subject teachers will raise concerns about a pattern in poor quality or non-completion of homework tasks to Heads of Year through data drops.

Expectations of Parents and Carers:

Please see 'top tips' in appendix 2 for more detail.)

We ask parents and carers to support their child with homework by:

- Providing a suitable, peaceful place to work.
- Downloading the Satchel App so that they can monitor their child's completion of tasks.
- Encouraging pupils to attend the Homework Club in Key Stage 3 Support if they are struggling.
- Showing their child that homework is valued.
- Discussing their child's work with him or her.
- Helping their child to research answers using the internet or a teacher's resources if they are struggling.
- Encouraging and praising their child for completing homework well.
- Expecting and checking that deadlines are met.
- Letting staff know if a student has not been able to complete homework for a specific reason.
- Checking that work is not rushed, is completed with accuracy and to the best of the child's ability.

Appendix 1:

The UK government has set the following guidelines for secondary school children:

- Years 7 and 8: 45 to 90 minutes per day
- Year 9: 1 to 2 hours per day
- Years 10 and 11: 1.5 to 2.5 hours per day

Appendix 2:

Top tips for parents about secondary school homework

- Keep a designated homework area at home. Somewhere preferably where you have a flat surface, paper and pens readily available. Make sure any distractions are avoided e.g. turn off the television.
- Check in regularly as your child completes homework to make sure they aren't stuck and to check they have remained on task – especially when using an electronic device to complete work.
- Help keep a routine for your child when it comes to homework. You might find your child wants to complete their homework as soon as they come home from school or they might want to relax and then start working later in the evening. Let your child decide when they want to do their homework but try and keep a regular time each day.
- Praise and encourage your child to help boost their confidence. Try to pick up on how they have completed certain tasks for example, "I like the way you worked that out..." as opposed to "Well done".
- Ask your child to give you a bit of background on the homework and why they have been set the piece. This should open up discussion and help their enthusiasm.
- However tempting it may be, refrain from completing your child's homework for them. Homework is set to help teachers understand how much your child has understood about the subject and what they can complete independently.
- Stay calm. It might become frustrating if you are trying to help your child something and they do not seem to be grasping the concept. Remember losing your patience will knock their self-esteem and could also prevent them coming to you for help in the future. If unsure, ask them to see their teacher for help rather than causing conflict at home.
- Allow yourself enough time to help your child with their homework. Constantly looking at the clock could discourage them and rushing to complete work against the clock will not result in your child's best piece of work.
- Encourage your child to use the after-school homework club if they are struggling. This a great way of getting the homework out of the way and getting help and advice on the best way to tackle it.
- Encourage your child by offering a small reward that they can choose at the end of the week if all their set homework is done. It doesn't have to be money or sweets - maybe a favourite film, or offering to play a game or do something with them that they always enjoy. Aim if possible for them to have at least one homework-free day a week.
- The amount of homework gradually increases as your child goes through school. Help your child adapt by helping them plan their time and workload carefully.
- Don't get stressed out by homework - if you are, your child will be too. Remember to talk to the school if you feel your child has too much homework, or it's not clear, or is taking them too long. Asking for feedback on how they feel your child is doing is also helpful.