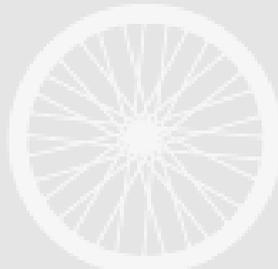




**SELSTON
HIGH
SCHOOL**

HOMEWORK POLICY



Inspire
Success

Date of issue: 01/10/2021

SELSTON HIGH SCHOOL Ambition | Teamwork | Honesty



Rationale

All students have the right to receive high quality homework and subsequent feedback in order to support their learning and progress in line with the equal opportunities policy at Selston High School.

Homework is issued in order to support, extend and consolidate learning undertaken in lessons. Homework is important in engendering effective study skills and general personal effectiveness. It also contributes significantly to higher attainment and achievement for all.

It is likely that homework will take a number of different formats depending on the nature of the subject, the specific learning objectives and the individuals and groups involved. In this manner, set homework will always be *appropriate* and will develop high quality learning experiences. It will not be a 'bolt on' that has little relevance to prior or future learning experiences or opportunities. Homework is likely to be diverse in nature and include research; repetition of learning; utilising new and emerging technologies; preparation for learning and extension of learning.

Expectations

There is an expectation that all staff set homework according to the frequency set out below.

All homework is set via *Class-charts* and can be accessed by students, staff and parents/carers:

<https://www.classcharts.com>

Staff will give a minimum of three evenings to complete the homework.

Staff will give prompt and appropriate feedback to students regarding their homework, which might be verbal, written or electronic via *Class-charts*. Any written feedback is to follow the guidelines set out in the assessment and feedback policy regarding limited access with students' books.

Staff will reward students who have demonstrated good effort in homework completion and also those who produce homework reflecting high attainment or achievement. These rewards will be allocated via *Class-charts*.

Staff will also use *Class-charts* to record students who do not complete homework or whose homework reflects minimal effort, i.e. falls well below expectations. Where this is the case, the behaviour policy and Ladder of Consequences applies.

Students are issued with **access codes** to enable log-in to the website.

Parents and carers are also issued with an **access code** in order that they can support the school in checking the completion of homework that has been set for their son/daughter.

All students are expected to complete homework tasks to the best of their ability and submit homework either prior to or on the specified deadline set by the member of staff.

The setting, marking and feedback of homework are part of formal QA [Quality Assurance] processes.

Frequency

KS3:

30 minutes per subject in Y7 and 8.

Homework will be set weekly in English, maths and science.

Short recall homework will be set regularly in geography, history and MFL.

Homework will be set according to need in art, drama, D&T, ICT and music.

KS4:

Up to 60 minutes per subject Y9, Y10 and Y11.

Homework will be set weekly in English, maths, science and all option subjects.

Specific Stakeholders:

Governors

To monitor, advise and review the homework policy and ensure it is implemented through scrutiny of QA.

Headteacher



To monitor and evaluate the homework policy and ensure it is implemented through scrutiny of QA.

Assistant Headteacher: Curriculum

To ensure functionality of *Class-charts*. Work with middle leaders to ensure homework is implemented effectively.

Subject Leaders

Monitor the setting, marking and feedback of homework in departmental areas through quality assurance. Feedback the outcomes of quality assurance to line management and Governors.

Heads of Year

Monitor the setting and completion of homework across respective cohorts on *Class-charts*. Support parents, especially those parents with children arriving in year seven, through transition programmes to build a shared understanding of expectations and importance of homework at SHS.

Subject Staff

Set homework and provide feedback according to the expectations and frequency outlined above. Give high quality feedback to students regarding their homework, celebrating and rewarding successes and following up issues with regard to non-completion or inadequate effort.

Tutors

Support the completion of homework through dialogue with students and checking homework completion. Liaise with subject teachers, subject leaders and Heads of School to celebrate successes and follow up any issues.

Parents and Carers

Support completion of homework at home. Check the parental portal and *Class-charts* for homework and support its completion. Inform the School of any issues regarding the completion of homework.

Students

Attempt, to the best of their ability, every homework set and meet all deadlines for completion and submission. Ensure completed homework is an accurate record of their learning.

ICT and Homework

ICT can be utilised as a tool to support learning and therefore homework. The School recognises that not all students have access the ICT at home. There are ICT facilities available in the School to use at lunchtimes and beyond the end of the scheduled School day in order that students can access *Class-charts*. Students are always made aware of this provision to support them with homework completion

The School utilises ICT to support homework, particularly through the *Class-charts* web-based subscription package, remote connection to personal school user areas and through e-mail. We will continue to use these methods to promote learning in the future and will support all learners to utilise these fully in their homework studies.

Special Circumstances

Any student who has difficulties completing homework due to their personal circumstances will be supported in School to ensure that they are not disadvantaged in any way. Several support systems are fully in place to support a range of learners to complete homework in School at lunchtimes and other times in order that they receive the full entitlement and do not fall behind their peers as a result of circumstances beyond their control.

