



# Islwyn High School

## Homework Policy

Reviewed by:	G. Fowler
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## Islwyn High School Homework Policy

### Rationale

It is generally recognised that homework can make an important contribution to the learning process and contributes to the development of sound study habits. This is clearly understood and requested by the vast majority of our parents.

Homework is valuable as it:

- can help pupils to make more rapid progress in learning;
- can allow pupils to develop the practice of working on their own without the constant presence of the teacher or other pupils (this way of working is vital at the later stages of secondary education and after);
- can provide the quiet and private conditions needed for work of all kinds;
- can allow valuable practice of skills learned in the classroom;
- can allow pupils to use materials and other sources of information that are not always available in the classroom;
- can involve parents and others in the pupil's work for their mutual benefit;
- can give opportunities for long term research and other work;
- can form an important part of the pupil's notes;
- gives pupils valuable experience of working to deadlines;
- forms a link with the methods of study crucial to success at secondary school.

### POLICY

It is the policy of Islwyn High School to set and monitor homework. It is also the policy of the school to advise and guide pupils to complete their homework.

***Meaningful homework should be set by each department at least once during a fortnight cycle*** but the type, frequency and duration is controlled by two variables:

1. whole school requirements (with advice on duration);
2. departmental requirements embodied in schemes of work.

#### Communication:

- It is vitally important that all homework set is recorded in ***Class Charts*** (all teachers have their own log-in codes) and completion, or otherwise, recorded.
- Messages regarding non-completion of homework may also be relayed to parents and pupils via ***Class Charts***.

## PROCESS

Homework will be implemented according to the following guidelines and recorded in ***Class Charts***:

1. Though precision is not possible, the duration of homework is expected to be approximately:

[for Years 7, 8 and 9] 20 to 30 minutes per item set;

[for Years 10 and 11] 40 minutes to 1 hour per item set.

2. It is understood that these times are a guide and that, on exceptional occasions, it will be inappropriate to set homework.

3. Pupils in Year 7 should be given manageable pieces of homework during their first few weeks at the school. This will require shorter/simpler pieces of work to be set at first that will become increasingly detailed and more difficult. Pupils should be offered guidance to help them to manage their homework. In subsequent years (of Key Stage 3), it is expected that the duration and complexity of the homework will increase according to ability and need.

4. At Key Stage 4, the demands of the external syllabus govern the type, complexity and frequency of the homework. More detailed information may be found in the schemes of work/schemes of learning prepared by every department.

5. ***Class Charts*** should be used to record homework. Clear teacher instructions should be relayed to pupils through ***Class Charts*** each time homework is set; in addition, teachers may use ***Google Classroom*** to outline work, clarify instructions and provide feedback to pupils where required. ***Google Classroom*** will be the main means of communicating subject work to pupils and receiving completed tasks from pupils during exceptional periods when the school site is inaccessible or closed to pupils (e.g. periods of lockdown).

6. Subject teachers should set and monitor homework in accordance with school policy.

7. Each Head of Department has the responsibility for ensuring that subject teachers set and monitor homework regularly. Suggested homework activities will be incorporated into each subject's/AoLE's scheme of learning and assessment criteria and should form part of the continuous assessment of a pupil's performance and progress in line with Islwyn High School's Assessment, Recording and Reporting Policy.

8. Written homework should be monitored promptly and returned to the pupil within a reasonable time. Formative feedback to pupils should be the objective. A learning homework should be tested, in appropriate ways, soon after it has been set.

9. Homework tasks should be differentiated in both content and length to be appropriate to the age and ability of the child.

10. The Head-teacher and Senior Leadership Team will make checks on the quality of homework tasks and pupil completion through planned monitoring activities – i.e. work scrutiny, lesson walks, lesson trails etc.

11. There are a number of means of setting homework and the choice made should bear in mind different learning styles. Examples may include:

- from textbooks/teacher-produced resources (incl. digital);
- from teacher produced worksheets or instructions given;
- use of the school's Virtual Learning Environment(**Google Classroom**) - this is to be encouraged, especially for longer projects;
- self marking quizzes produced, either from the VLE or from external sources;
- choice - e.g. 'Do any two out of the five questions...';
- **Google Classroom** (and a suite of Google tools, Hwb resources and internet-based applications) - this may be used widely to issue homework digitally; this allows delivery of asynchronous, interactive provision to which pupils are well accustomed.

## PROCEDURE

1. The nature of the homework will vary between year groups, different classes and topics of study.

2. We aim to return monitored homework to the pupils as soon as possible, for inclusion in that topic of work and whilst the exercise is fresh in the pupil's mind.

3. The task selected by the class teacher will be commensurate with the ability of the pupils.

4. Parents can play a very important role with regard to homework and their child's progress. They can:

- check that homework is completed fully and on time by consulting teacher messages and homework provision received via the **Class Charts** app;
- help their child organise his/her/their time to best advantage so that things are not all left to the last minute or forgotten;
- try to make sure that there are suitable working conditions at home (please see suggestions within the school's **Distance Learning Policy** in regard to on-line work set via **Google Classroom**);

- let the school know if there are problems with homework that cannot be resolved (perhaps their child seems to be doing too much, or not enough, or is finding it too easy or too difficult. Help can be gained by contacting the Progress Leader in the first instance).

5. The following are examples of homework set. Elements can be applied to most subjects:

- writing an essay, or extended piece of writing;
- practising mathematical or scientific problems;
- answering comprehension questions;
- carrying out detailed research into a particular area, using both primary and secondary methods;
- producing a piece of artwork;
- revision for a test or, at KS4, a Controlled Assessment;
- watching a T.V. programme and evaluating what has been seen;
- carrying out a project (this may involve research/collection of information for an individual or group project, sometimes by using the Internet);
- observing/recording;
- making a model to exemplify an item of work (e.g. a musical instrument, circuit games, digestive system etc.);
- completing an exercise to practise, enforce or apply aspects of class work, e.g. writing up practical work.

Please see comments on digital learning/*Google Classroom* in the section above; asynchronous and synchronous learning is embedded across the school during periods of lockdown/pupil absence/exceptional circumstances when the school site is closed to pupils and staff.

## **FAILURE TO HAND IN HOMEWORK**

We expect completed homework to be given in on time. If homework is not given in, appropriate action is taken.

- The class teacher will have a discussion with the pupil to find out if there are good reasons for the failure to hand in the work and impose sanctions as necessary, e.g. lunchtime detention.
- In the event of persistent non-completion of homework, the class teacher should contact the pupil's parents
- In the interest of time, a direct approach by individual departments with parents is encouraged - this may be the case at Key Stage 4 especially.
- The Progress Manager should be informed of problems and consulted to enable a solution to the problem to be found. It may become necessary for the Progress Manager to convene a meeting with parents, especially in cases of persistent non-compliance of homework submission across a number of subjects.