

# St Edmund Arrowsmith Catholic Centre for Learning



## Homework Policy

Created September 2016

This Policy was adopted and ratified by the Full Governing Body of SEA. C.F.L. at the meeting held on

Signed ..... Dated .....

Chair of Governors J Robson

Signed ..... Dated .....

Interim Principal H. Scott

Staff Lead: Mrs C Hallwood

“Homework is not an optional extra, but an essential part of a good education.”  
– 1999 White Paper, Excellence in Schools

Teacher Standard 4- Plan and teach well-structured lessons:

... ‘set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired ‘

### Rationale

Homework is work that is set to be done outside the timetabled curriculum. It contains an element of independent study in that it is not usually directly supervised by a teacher. It is important in raising student achievement.

Not all homework is done at home; in fact, for some students who find it hard to work at home, or for some tasks which may require resources (books, software, equipment) more readily available at school, it is necessary or desirable to carry out the task at school.

Homework enhances student learning, improves achievement and develops students’ study skills and as such is an integral part of the curriculum. It requires careful planning and integration into the scheme of work of each curriculum area.

### How homework supports the learning and development of SEA students:

- Supports classroom practice enabling students to extend learning.
- Enables students to practise skills learned in the classroom and so deeply embeds knowledge.
- Promotes personal and independent research and learning.
- Allows for differentiation where the more able extend their learning.
- Encourages key behavioural skills such as self-reliance, time management and personal organisation.
- Encourages the development of research and presentation skills.
- Allows for the testing of knowledge and the practising of techniques pertinent to criteria for assessment in examinations.
- Promotes enjoyment of learning for its own sake; students take ownership and responsibility for learning.

## Expectations: When, how much and by whom?

Although a specific homework timetable will not be issues which directs staff to a specific evening to set homework, a guidance sheet has been prepared to direct teaching staff in each department as to the frequency with which to set it (Appendix 1).

- Homework must be planned for as an integral part of student learning. High quality, coordinated, interesting and well planned homework will support student achievement.
- Homework must be purposeful, realistic, meaningful and appropriately challenging for all students.
- Clear deadlines for completion must be provided by the teacher at the time the homework is set.
- Teachers must adhere to the published homework guidance as per Appendix 1.
- Homework will be marked, assessed and feedback will be provided to the students in line with the School's Teaching, Learning and Assessment policy, and Marking for Improvement Policy.

## Sanctions

When homework is not completed, teachers should initially support the student and ensure the tasks set meet the student's needs. If this is so, then sanctions should be used.

1. Class teacher – discussion and negotiation with student, imposition, informing parents/carers via diary. Please see appendix 1 for details of sanctions to be imposed for non-completion of homework.
2. Subject Leader – discussion and negotiation with referred student, imposition, informing parents by letter and sanction in line with *School Discipline Policy* if necessary. Please see appendix 1 for details of the Subject Leaders responsibilities in imposing sanctions for non-completion of homework.
3. Form Tutors – through weekly monitoring of diaries, identifying students with homework problems across several curriculum areas and refers to Progress Leader.
4. Progress Leaders - discussion and negotiation with student, applies sanction or support where appropriate. Parental contact will be made. Please see appendix 1 for details of Progress Leader responsibilities in imposing sanctions for non-completion of homework.

## Incentives

High quality homework and a good work ethos should be sensitively praised in class.

Where appropriate, homework should be included in display work. Credits and rewards for achievement and sustained effort may be awarded for good homework using Class Charts. For exceptional pieces of homework, a departmental letter or postcard may be sent home. The continued engagement with homework will be referenced in the parental reports using the Attitude to Learning scale, and this will be used in part to determine students who are rewarded with trips and visits.

## Responsibilities

The role of the student:

1. To listen to homework instructions in class.
2. To copy down instructions for the task and deadline date into the homework diary.
3. To ensure that homework is completed and handed in to meet the deadline.
4. To attempt all work and give their best.
5. To inform the class teacher of any difficulties.

The role of the Form Tutor:

1. To include homework in student mentoring where appropriate.
2. To see that homework is being set and recorded.
3. To check that the diary is being signed by the parent/carer.
4. To note and respond to any comments written in diaries by parents/carers.

The role of the Class Teacher:

The class teacher controls the direction of homework and the nature of tasks undertaken.

The teacher will:

1. Set homework according to the school guidance (appendix 1) and the programme of study.

2. Provide the stimulus.
3. Give full and comprehensive instructions.
4. Set deadlines for completed work and ensure that they are met.
5. Mark and return all homework promptly.
6. Provide help and support.
7. Inform the Subject Leader, Form Tutor and Progress Leader, as appropriate, when problems arise.

Appendix 1

