



DUNRAVEN SCHOOL - HOMEWORK POLICY

DEFINITION

“Homework refers to any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers.” (DfES)

AIM

The aim of the policy is to state our belief that regular and appropriate homework is conducive to a student's progress. It is our policy to set and mark homework regularly and we expect it to be completed thoroughly and handed in on time.

Homework is part of a school's approach to help students work, think and learn independently, irrespective of ability.

THE PURPOSE OF HOMEWORK

“... pupils in the highest achieving schools spend more time on learning activities at home than pupils in others schools.” (DfES)

Homework:

- encourages regular study habits, perseverance and self-discipline for life long learning
- offers opportunities for work, including research, independent of the teacher
- can open up the curriculum, exploiting materials and resources not always available in the classroom (and can lead to more interesting displays of work)
- is an important strategy for encouraging motivation, creativity and initiative
- gives opportunities for practising and consolidating skills learned in class
- provides an important bridge between home and school and a means of involving parents and others.

The school will:

- set challenging and interesting tasks
- ensure it extends and enriches learning
- mark and assess homework regularly
- provide opportunities for peer and self assessment

Students need to:

- be aware of the reasons for homework
- be able to apply this knowledge
- organise their work
- know how, when and where to do homework
- know how to assess their work
- know how to involve others when necessary.

APPROPRIATE TASKS

Homework will involve a variety of activities which will have clear objectives linked to the curriculum including:

- factual/imaginative writing
- Illustrations, charts, diagrams, map-work, design and art work
- reading (intensive or extended) books, magazines, newspapers, articles, etc.
- developing an extended project or examination coursework, involving different levels of skill
- research work, fact-finding, gathering information, analysing sources, evaluating evidence, forming judgements
- learning by rote
- revising a unit of work
- collecting materials, perhaps from a library or sources not immediately available in school, for a verbal report back
- listening to/watching a particularly relevant broadcast
- completing some work started in class
- practising a particular skill
- using the internet

SETTING HOMEWORK

While different individuals work at different rates we believe there needs to be appropriate guidelines of time.

Years 7 - 8

30 minutes per piece, 1-3 pieces a day

Years 9 – 11

45 minutes per piece, 1-3 pieces a day

The difficulties in assessing time should not stop us from setting open-ended homework, providing teachers give students a well structured brief. Homework set may cover more than one homework session. Some subjects will be asked to set one piece a week, others 2 pieces and some fortnightly. There is a timetable issued at the start of term to all students and families

For highly motivated students, additional 'voluntary' homework can be enormously successful and remembered as success points in school life.

GUIDELINES FOR TEACHERS - GIVING EFFECTIVE HOMEWORK

It is vital that homework is set at a point in the lesson when it is possible to give instructions, allow time for explanations and questions, as well as record in organisers.

Homework should include a clear statement of:

- what is expected of each student (differentiation as appropriate)
- when it is to be completed
- if written, in which book and what format.

Teachers should plan when and how work is to be collected and assessed.

Careful consideration must be given to the needs of EAL and SEN students.

We set and check homework in the positive expectation that it will be completed even though we know some students may have a range of responsibilities outside of school.

ASSESSMENT AND FEEDBACK TO STUDENTS

Feedback needs to be prompt and, when appropriate, literacy skills are supported through the use of the School's Marking Policy and Code.

Targets need to be included to enhance progress.

Assessment is needed to indicate level of achievement.

Assessment criteria should be shared with students.

Appropriate rewards and sanctions should be used.

Key Stage 3 and 4 assessment criteria should be applied when grading and leveling homework.

INVOLVING PARENTS

“To be effective homework needs to be part of a wider partnership between parents and schools.” (DfES)

Parents are in the best position to see how their child is coping with homework.

All parents sign a home/school agreement that asks them to support the regular completion of homework and sign the organiser weekly.

The organiser is one important way of keeping home and school in touch.

Tutors are important in keeping parents involved and promptly informing them of concerns.

Standard letters are available for informing parents if homework is not done.

All students are issued with a homework timetable at the start of the academic year, which is published for families in the Dunraven Newsletter.