

WYVERN COMMUNITY SCHOOL

HOMEWORK POLICY

RATIONALE

Establishing and maintaining an enthusiasm for learning are vital for students' participation in further education and employment. If students are to be successful, independent learners in the 21st century they need to be:

- Inquirers
- Thinkers
- Principled
- Prepared to take risks with their learning
- Resourceful
- Communicators
- Open-minded
- Reflective

Planned, differentiated homework has the potential to raise attainment by helping to develop and support confident, independent learners. If students feel that subject staff, tutors and parents value homework it helps create a culture of high expectations.

Homework is most effective in supporting learning and developing independent learners if:

1. Students are positive about school, are involved in extra-curricular activities and see the importance of homework in supporting their learning.
2. Teachers value learning that take place outside lessons.
3. Parents/carers show interest in homework activities and offer moral support, provide resources and discuss general issues around homework.
4. Students have an element of choice in completing homework tasks, eg the use of ICT, being able to present in different formats.
5. Homework is creative, innovative, individualised and challenging.
6. Homework has clear purpose and is relevant to learning. It is clearly planned and explained to students.
7. There are opportunities for students to work collaboratively on homework tasks.
8. Expectations regarding homework are set out clearly for students and parents.
9. Support is available in school for those who find homework difficult, both in terms of learning to learn and subject content.

AIMS

We are committed to providing homework which

- encourages students to develop the skills and confidence to be successful and independent learners;
- requires students to develop self-discipline, meet deadlines and be organised;
- enables the completion of assignments and coursework;
- motivates and challenges the students;
- reinforces learning and prepares for subsequent lessons;
- aids assessment by closing the gap between where students are and where they need to go.

ROLE OF STUDENTS

It is the responsibility of the student to meet homework deadlines and complete it to the best of their ability.

ROLE OF SUBJECT TEACHERS

- Encourage students to use homework time to reflect on their learning and plan for the next steps.
- Ensure the purpose of the homework is made **explicit** to students - how does the homework relate to the learning objectives/help them prepare for an assessment task, test or examination?
- Use homework to promote thinking, present challenge or reinforce learning
- Differentiate homework so that it is accessible to all but also adds an element of challenge.
- Avoid setting homework at the end of the lesson to show that homework is valued and important.
- Ensure students record homework in their planners and give a clear deadline.
- Look for opportunities to provide choice and collaborative working.
- Celebrate good homework by sharing examples and awarding +4 points.
- If appropriate use the school VLE to post homework, provide links and give feedback.
- Provide constructive, prompt feedback and recognition using peer and self assessment to help keep marking load manageable. This is essential to demonstrate homework is valued.
- Set homework if there is a known absence.
- Display examples of 'good' homework.

GUIDANCE

- Set relevant homework related to the learning objectives - plan for homework.

- Encourage problem solving and development of thinking skills.
- Give opportunities to practise examples to reinforce learning and gain confidence.
- Use resource sheets, if appropriate, to avoid lots of copying - coloured paper attracts attention.
- If appropriate ask students to leave space in their exercise book to complete homework so it's obvious if not completed.
- Some subjects find homework exercise books work well.
- Do not set homework that is 'finishing off' classwork.
- Provide a variety of homework tasks and plan with the needs of the individual in mind. Examples might include:
 - ☐ Set exercises
 - ☐ Research and preparation for next lesson
 - ☐ Investigations and practical tasks
 - ☐ Interviews
 - ☐ Designing
 - ☐ Essay writing
 - ☐ Project work
 - ☐ Coursework
 - ☐ Reading to enhance knowledge, understanding and imagination;
 - ☐ Collecting and collating
 - ☐ Time for reflection
 - ☐ Watching and noting from TV, radio, website, newspapers
 - ☐ Listening practice
 - ☐ Spelling/vocabulary practice
 - ☐ Developing and extending classwork (not just 'finish off')
 - ☐ Study in preparation for an assessment or examination
 - ☐ Development of ICT skills
 - ☐ Preparation for debate or presentation.

Homework raises difficult issues:

- Be aware that not all children go home to space, quiet and encouragement.
- Be aware that lack of understanding in class could result in mistakes being reinforced at home.
- Be aware that some students get very stressed when trying to perfect homework tasks.

ROLE OF PARENTS/CARERS

- To appreciate and support the learning ethos of Wyvern Community School which values homework and believes that it can help students make progress.
- To take interest and provide support for work that is completed at home - give praise

and encouragement.

- To support students in the organisation of their learning at home.
- To contact the school if there are concerns over work that is set or if further information is needed.

MONITORING

- Faculty Leaders and SLT (through MER process) will monitor and evaluate this policy in practice. Views of students, staff and parents will be sought regularly.

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