

COWBRIDGE COMPREHENSIVE SCHOOL

Homework Policy

Homework enhances pupil learning, improves achievement and develops pupils' study skills. It requires careful planning and integration into the scheme of work of each curriculum area.

In this policy, homework is defined as any work or activities which pupils are asked to do outside lesson time, either on their own or with parents/carers. Not all homework is done at home; in fact, for some pupils 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. Staff need to be mindful of giving sufficient time to students to complete a task to the necessary standard.

Homework should:

- Consolidate and extend work covered in class or prepare for new learning activities
- Access resources not available in the classroom and develop research skills
- Provide students with an opportunity for independent work
- Show progress and understanding
- Provide feedback in the evaluation of teaching
- Enhance study skills e.g. planning, time management and self discipline
- Encourage students to take ownership and responsibility for learning
- Engage parental co-operation and support and create channels for home school dialogue.

We sampled the opinions of students in Key Stages 3 and 4 on homework. Most of the students sampled found homework useful and recognised its place in the curriculum. However, nearly all stated that it is important that they know and recognise the **purpose** of a particular piece of homework.

This is how they prioritised the purpose of homework:

Key Stage 3

1. Preparing for assessments
2. To get used to revising
3. Proving you have understood what you have done in class
4. To build up subject knowledge
5. Practising the skills needed in different subjects
6. Finding out new information.

Key Stage 4

1. To get used to revising
2. Proving you have understood what you have done in class
3. Preparing for GCSE questions
4. To build up subject knowledge
5. Practising the skills needed in different subjects
6. Finding out new information.

Nearly all students indicated that when they had completed assessed pieces of work they would prefer the feedback to be in the form of a level/grade and a comment. However, a significant number indicated that they didn't always take note of the comment so this would require monitoring to ensure that the exercise is worthwhile.

Department Homework Policy

All departments have a homework policy, detailing:

- When homework will be set
- How much homework should be set
- Types of homework used
- Place of homework in the scheme of work
- Expectations: How much and by whom?

The following information is given to parents in the school prospectus:

Homework	
<i>All students receive regular homework. This may take a variety of forms including additional reading, completion of exercises, research or revision for a test. As a general guide we expect students to receive the following amount of homework:</i>	
Years 7 - 8	4 hours per week
Year 9	5 - 6 hours per week
Years 10 - 11	6 - 10 hours per week
Years 12 - 13	10+ hours per week

Departments may choose to set short, frequent tasks or an extended investigation/task that the students complete over a longer period of time. In order to replicate the above guidelines we would hope that the 'average' amount of time each pupil spends each week on homework tasks reflects the following:

Key Stage 3 Subject	Time per fortnight		
	Year 7	Year 8	Year 9
English	2 x 30 mins	3 x 30 mins	2 x 45 mins
Maths	2 x 30 mins	3 x 30 mins	2 x 45 mins
Science	2 x 30 mins	3 x 30 mins	2 x 45 mins
Technology	30 mins	30 mins	45 mins
Geography	30 mins	30 mins	45 mins
History	30 mins	30 mins	45 mins
ICT	30 mins	30 mins	30 mins
EP	30 mins	30 mins	45 mins
Art	30 mins	30 mins	45 mins
Welsh	30 mins	30 mins	45 mins
MFL	30 mins	30 mins	45 mins
Music	30 mins	30 mins	30 mins
Total	7 ½ hours	9 hours	10 ½ hours

- In Key Stage 4 students should plan to spend 1 - 1 ½ hour each fortnight on each of their GCSE choices.
- In Key Stage 5 students should plan to spend 2 - 3 hours each week on each of their AS and A2 options.

Incentives

High quality homework and a good work ethos should be sensitively praised in class and their efforts should be recorded and recognised in the achievement section on SIMS. Where appropriate, homework should be included in display work. For exceptional pieces of homework, a praise postcard should be sent home.

Sanctions

When homework is not completed, teachers should initially support the pupil and ensure the tasks set meet the pupil's needs. If this is so, then sanctions should be used. The suggested sanctions are as follows:

- Class teacher - discussion and negotiation with pupil and inform parents via planner. To enable Senior Staff to identify patterns of behaviour the missed homework should be recorded on SIMS.
- Department Head - discussion and negotiation with referred pupil. Letter to parents and detention if necessary.
- Form Tutors - through weekly monitoring of diaries, identifying pupils with homework problems across several curriculum areas and refer names to Head of Year. Head of Year discusses and negotiates with pupil, applies sanction or support where appropriate. The Head of Year should also be able to spot significant homework issues if the incidents are recorded on SIMS.

Responsibilities

The role of the pupil

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

The role of the Form Tutor

- To include homework in pupil mentoring where appropriate
- To see that homework is being set and recorded
- To check that the diary is being signed by the parent/guardian
- To note and respond to any comments written in diaries by parents.

The role of the Class Teacher

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

- Set homework according to the timetable
- Give full and comprehensive instructions
- Set deadlines for completed work and ensure that they are met
- Mark and return all homework promptly
- Provide help and support
- Inform the Head of Department and/or Head of Year when problems arise.

The role of the Head of Department

- To seek to enhance the quality of homework set
- To monitor and evaluate homework policy within their curriculum area.

The role of the Parents

The role of the parent is crucial if a child is to gain success from homework. To reinforce its value through positive feedback will give students the confidence to persevere, work hard and reach high standards of achievement.

- Negotiating with the student when homework is to be done
- Checking the time spent on individual tasks
- Checking presentation and content of all homework being returned to school
- Signing the homework diary each week
- Providing the school with information about any problems through the planner or by contacting the school directly.

Monitoring

Homework diaries will be checked by:

- The form tutor (fortnightly)
- The Head of Year (sampled every few weeks)
- Member of the Leadership Team (sampled half termly).

Subject Staff

- Will keep a record of homework tasks as part of lesson plan
- Make the record available to the head of department.

Head of Department

- Will look at examples of homework and talk to pupils and staff
- Will evaluate and update action plan.