

# Ryburn Valley High School

## Homework Policy



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## **Rationale**

Homework plays a vital part in a student's education. Relevant homework has significant benefits for secondary school students and will help them become independent learners. Homework inextricably supports the teaching and learning in the classroom and should inspire and challenge every student to enable them to make excellent progress.

Homework enhances student learning, improves achievement and develops students' study skills and, as such is an integral part of the curriculum. It requires thoughtful planning and integration into schemes of work. All students should be fully aware of the purpose of Homework set.

This policy is intended to provide a framework from which departments can develop a consistent and effective approach to homework, taking into consideration the needs and ages of all students.

## **Aims**

- Develop a consistent approach to homework throughout the school.
- Consolidate learning and develop independence.
- Ensure that teaching staff, parents and students are aware of their responsibilities regarding homework.
- Ensure that parents have clarity on what their child is expected to do.
- Encourage students to develop the responsibility and self-discipline.
- Support students' learning experiences via revision and reinforcement.
- Work with parents and involve them in their child's learning.
- Improve learning experiences by extending it beyond the classroom.
- Provide students with additional opportunity to practise skills and deepen knowledge and understanding
- Raise standards of progress and attainment.

Each department has a homework policy that applies to all 3 key stages. Department policies explain when homework will be set. Homework is written in Department schemes of work and the purpose of homework tasks is clear.

## Frequency of Homework (Minimum expectation)

### Key Stage 3

- Core subjects set weekly homework.
- Homework by non- core subjects will vary according to curriculum time. This is outlined below:

Subject	Number of lessons per fortnight	Homework per half term
Art Years 7, 8 and 9	2 hours	2
Computer Science Years 7, 8 and 9	2 hours	2
Drama Year 7 and 8	2 hours	2
Ethics Year 9	1 hour	1
Geography Years 7 and 8	4 hours	3
Geography Year 9	3 hours	3
History Years 7 and 8	4 hours	3
History Year 9	3 hours	3
Languages Years 7 and 8	4 hours	3
Languages Year 9	3 hours	3
Music Year 7 and 8	2 hours	2
Performing Arts Year 9	2 hours	2
Religious Studies Year 7 and 8	2 hours	2
Technology Year 7 and 8	4 hours	3
Technology Year 9	2 hours	2

- Homework in each subject for Years 7, 8 and 9 should take approximately 30 minutes to complete.
- Some Homework set may be of a continuous nature over a half term.

### Key Stage 4

- Homework will be set weekly for all core subjects and at least once every two weeks by other exam subjects
- Homework pieces should take approximately 30-60 minutes to complete.

### Key Stage 5

- Homework will be set weekly for all examination courses/subjects.
- This should be a mixture of exam practice, other written work and pre- and post-lesson reading.
- In addition to completing the work set by their teachers each week students in the Sixth Form will be expected to work on their subjects independently. This might consist of ongoing revision activities, independent further research into areas covered in class, exam preparation or reading ahead to enhance their understanding in future lessons. By the time they are in year 13, the most successful students will be doing ten hours a week of work outside of lessons per subject.

All work set at each Key Stage may be assigned onto Google Classroom as well as recorded in planners

## **Types of Homework**

Homework can take a variety of forms, to practice skills, prepare for assignments, extend knowledge and provide enrichment beyond the classroom. Tasks may include the following:

- Writing tasks;
- Bedrock
- Note-taking and writing up notes taken in lessons;
- Reading;
- Learning – for example: facts, vocabulary, spellings;
- Completing coursework;
- Research;
- Drawing or design work;
- Preparing for discussions or presentations;
- On-line learning;
- Answering questions;
- Completing worksheets;
- Revising for tests and exams

## **Special Educational Needs**

- For SEN students homework tasks should be differentiated and balanced, to allow them to share fully in the work of the class and cater for their individual learning needs.
- Tasks should have a clear focus and time guideline.
- Staff are responsible for discussing work with appropriate student support and ensuring knowledge of SEND information to set appropriate tasks

## **The recording and monitoring of homework**

- Students must record all homework set in the planners provided. Time should be set aside for this during each lesson. Students with SEN must, where appropriate, be given extra help in writing down homework.
- Homework should be written on the board and staff wherever possible should check homework has been recorded by students.
- Homework must be marked and prompt feedback given. This is an integral part of pupil progress.
- Written comments must be constructive, indicating to the student what and how to improve. This is in line with the whole school marking policy.

## **Strategies for supporting the completion of Homework**

- The primary aim is to impress upon students that homework is a vital part of their education, to be done at home or within study support sessions. A variety of strategies may be employed to ensure the successful completion of homework.
- If students fail to submit or complete homework this must be recorded by subject staff in the planner and also on *Arbor*. Providing, that there are no extenuating circumstances, students must complete the set work. This may be independently, in a supporting study or homework group or in a Department detention.