



LANGTREE SCHOOL GOVERNORS' HOMEWORK POLICY

LANGTREE SCHOOL ACADEMY TRUST COMPANY
AN EXEMPT CHARITY LIMITED BY GUARANTEE
COMPANY NUMBER 7980335

In this policy as in all documents of The Langtree School Academy Trust Company ("TLSATC") any reference to Langtree School, School, Governors of Langtree School or Trustees of Langtree School Academy Trust Company is a reference to The Board of Directors of The Langtree School Academy Trust Company and any reference to the Headteacher of Langtree School is a reference to the Chief Executive Officer of TLSATC.

Status: drafted, shared and agreed with Team Leaders June 2018			
Recommended	✓	Statutory	
Review Frequency		3 years	
Date of Policy	September 2018		
Review Due	September 2021		
Homework Policy September 2018			

Rationale

Homework is important in:

- reinforcing positive attitudes to school work and promoting a responsibility for learning within each pupil
- encouraging and developing self-organisation, self-discipline and independent learning
- reinforcing, broadening and extending the school curriculum; giving every pupil the opportunity to fulfil their potential
- providing opportunities for teachers to assess students' progress and to maintain a dialogue with the student about their learning
- reinforcing class work, consolidating learning or preparing students for future learning in class
- developing the home/school partnership; opening channels for parent/teacher dialogue
- preparing students for life opportunities and experiences

Principles

- Students must take full responsibility for their homework and should be supported by their parents/carers.
- Homework should be issued in appropriate quantities, and completion dates should be both clear and reasonable,
- Homework should be a carefully planned and an integral part of schemes of work or cross curricular projects
- Homework should match the needs and abilities of pupils.
- Homework should promote opportunities for consolidating learning and previewing future learning.
- Homework is related to current work and where possible is stimulating and challenging.
- Pupils should be adequately prepared for the completion of tasks set; they should know the purpose and success criteria/expectations.
- Homework should involve all members of each year group.
- Homework should not be restricted to certain subject areas. It should reflect the breadth and balance of the curriculum.

Subject Teachers will ensure that:

- pupils understand the purpose of the homework tasks
- it is clear to students how their homework consolidates and extends their learning
- where appropriate, tasks are differentiated
- homework is marked in line with guidance and agreed standards
- homework is set regularly in accordance with the agreed frequency and duration
- homework is completed satisfactorily (leading to learning and progress)
- homework is handed in on time
- any homework set is recorded on 'Show My Homework'
- homework submissions are, as appropriate, recorded on 'Show My Homework'

Frequency and Duration of Homework

Years 7 – 9

Students in years 7 – 9 will be set one homework task per week in English, Languages, Maths and Science, and one homework task per fortnight in other subjects. Some subjects which teach only one lesson per week, may set homework less frequently.

The duration of each task should be approximately 25 -30 minutes in year 7, 35-40 minutes in year 8 and 45-50 minutes in year 9. Where a subject sets an extended task over several weeks the expectation will be that the student will spend an average time per week as stated above.

The department issuing the homework will be expected to give further guidance to students to enable them to break the extended task into smaller parts.

Years 10 & 11

Student will be set one task per subject of approximately 60 - 90 minutes each week.

Types of homework

Homework tasks should be set to reflect ongoing learning across the curriculum.

The list below is not exhaustive.

Homework can take the form of:

- A specific self-contained project, exercise or task, based on previous class work.
- Further examples of tasks undertaken in class and designed to reinforce what has been learned
- Reviewing, and, if appropriate, memorising what has been learned in class
- Reading or research in preparation for a lesson
- Follow-up work to assessment, ensuring that the student apply feedback
- An extended task or project, spanning several weeks
- Researching at home or in libraries using a variety of sources including ICT
- Revising and preparing for tests / examinations
- Quizzes and interactive learning online
- Reading; an invaluable support to learning

Possible headings for department guidance

- Department expectations/purpose in setting homework
- Types of homework (anything specific or common to your department, for example, certain resources/on line web sites)
- Student, parent, teacher roles/responsibilities (clarification of anything specific beyond those in policy EG: what to do if...how to approach....)
- Monitoring - consequences of failure to complete
- Any possible timetable or chart of homework topics