



The Thomas Aveling School
An Academy for Success

Homework Guidance

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Introduction

Homework is an important part of learning, helping to embed and extend knowledge and understanding, and promote independent study skills. Homework is set frequently, appropriately and regularly across the school. Surveys show that those that complete regular homework achieve more highly, and so we want to encourage our students to complete relevant, meaningful homework and get into good habits of independent learning and research, and meeting deadlines for them.

Aims of Homework

- To encourage students to develop the skills, confidence, self-discipline, independence and motivation needed to study effectively on their own. This is vital given the importance for students in the future of lifelong learning and adaptability.
- To consolidate and reinforce skills and understanding of knowledge developed at school, including time management.
- To extend school learning, for example through additional reading and research.
- To revise independently to prepare for assessments
- To sustain the involvement of parents and carers in the management of students' learning and to keep them informed about the work students are doing.
- To challenge and raise student performance.
- To manage particular demands, such as course work for public examinations.

Amount of Homework

When setting homework, the quality of the activity is far more important than the precise amount of time. The following times provide a guide only:

KS3

Years 7 and 8 should receive a minimum of 20 – 40 minutes per subject per fortnight.

KS4

Year 9 should receive a minimum of 30 – 60 minutes per subject per fortnight.

Years 10 and 11 should receive a minimum of 45 – 90 minutes per subject per fortnight. This can include research work and revision for assessments, as well as completion and improvement of vocational learning.

KS5

Years 12 – 13 should receive up to four hours per homework day dependent on individual programmes (to include study periods).

Type of Homework

Homework should not regularly be used simply for "finishing off" work carried out in class. It should be used to extend and embed deeper learning and independent study. Homework should have clear objectives linked to departmental Schemes of Work – this helps make tasks both relevant and manageable. Tasks need to be manageable for both students and teachers and should reflect students' abilities including any Additional Educational Needs. Where appropriate homework should be differentiated by task and method of completion, or choices given. The Learning Support Department will liaise with subject teachers to ensure tasks are manageable.

Type of Homework (continued)

Suitable tasks could include investigations, self-evaluation, retrieval, planning, analysis, interviews, simple experiments, essay writing, research, public library visit, drafting, report writing, reading, designing, revision, learning key content and spellings from knowledge organisers, making a model, summarising, drawing, word processing, desktop publishing, projects, Doodle, Mymaths, Maths Genie and other appropriate interactive websites and VLEs, practising and reinforcing classroom activities. Wider reading and preparation for class presentations and/or seminars should also be used especially with KS5 students. Homework should also be used to develop the principles of Accelerated Learning and Critical Thinking.

Planning, co-ordination and recording

Homework will be set according to curriculum booklets published during the first week of the new academic year.

Homework should be clearly identified in books and folders so that parents, students and subject leaders can clearly see if a piece of work was set as 'homework'.

All homework set must be recorded by staff on the school management information system SIMs. This must be input either in advance or on the day set. Parents can use INSIGHT to review and help their sons/daughters plan homework set that week.

Students should not be excused homework due to responsibilities outside school (child care, jobs etc) but should be supported with strategies to help manage these commitments.

Students should record every homework that is set, indicating subject, teacher, task and date due. If homework is not being set, students should notify their DOL via their tutor.

Teachers will ensure homework is set regularly in accordance with department policy, and marked and fed back to students in a timely way. Staff should keep a record of the homework set for each class and the mark awarded (as appropriate) in SIMs. When setting homework, teachers will ensure that all students record, the subject, task and due date. Sufficient time will need to be planned into lessons for this purpose.

Subject leaders will ensure that the homework guidance is being consistently applied by all teachers including where supply or cover teachers are employed. Subject leaders will keep a record of homework set within their department and regularly review this, and discuss and share it with their Link AHT and include it in their QA document.

Rewards and Sanctions

Students who produce homework of a consistently good standard, and/or show improvement in the completion of their work to set deadlines, should be regularly rewarded using the school's reward system. Failure to complete homework should always be addressed using strategies identified within the school's disciplinary procedures. **The emphasis should be on the completion of the homework.** Students who fail to complete homework on time are usually logged on the SIMs system, and follow-up action is taken by teachers and form tutors or Directors of Learning. "No homework" logs are tracked by form tutors and DOLs to check and intervene if a student is falling behind with their homework or missing key deadlines. The homework club offers further homework support with a space and resources to complete homework effectively.

Feedback

Following the school's policy on assessment for learning (progress marking) students should be given prompt and appropriate feedback on the quality of their work. The school's marking policy should be used to ensure consistency across subject areas. Self-marking, peer marking, group marking and verbal feedback should all be considered as methods of providing quick and effective feedback to students on the quality of their homework, identify areas for further improvement and to steer corrections and next steps.

Support

Parents and Carers should support the school's homework guidance by:

- Providing a reasonably peaceful and suitable place in which students can do their homework, or help students to attend other places where homework can be done, such as homework clubs or study support centres.
- Making it clear to students that they value homework and support the school in explaining how it can help them make progress.
- Encouraging students and praising them when they have completed homework.
- Expecting deadlines to be met and checking that they are.

The School will support the completion of homework as follows:

- Teachers will ensure homework is correctly entered logged on SIMs for parents SLs DOLs and tutors to monitor
- The use of tutorials for study skills, target setting, mentoring schemes and independent learning.
- The provision of supervised study support outside normal school hours, such as homework clubs, subject clinics and library access.
- Making available resources including computer hardware and software, internet facilities, reference material, work areas and staff.

Quality Assurance

The quality and quantity of homework will be checked regularly and appropriately by the SL as part of school QA procedure to ensure it meets the standards and expectations of the department.

The SL should investigate any parental concerns. Any necessary action will be agreed between the SL and teacher, with a response to parents within five working days. SL should liaise with Link Leadership Team member if a formal complaint is made.

Guidance approved by governors:

Last reviewed: May 2007
 January 2012 (AMI)
 May 2015 (MBA)
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