



Stockport School

Homework Policy

Mission Statement:

Homework will be given to students regularly to support and consolidate their in-class learning and to develop their wider subject knowledge and independent learning skills. Homework will also be used to check what students know and understand, in order to help teachers to plan and set targets to help students to learn better.

Homework time in many subjects may be spent revising, rehearsing and preparing for assessments, tests and exams. Also, many subjects will require students to use research skills (a valuable life-long skill) on specific topics in preparation for lessons or assessments. This may sometimes be essential preparation for the lesson.

Homework is also intended to interest students by challenging them and providing opportunities for creative and independent thinking. Our homework policy is intended to create a work ethic and sense of personal responsibility that will prepare students for their future in education, training or employment.

Homework setting should be in line with our values:

- **Inspire** – motivate students and ‘spark’ creative ideas and understanding
- **Aspire** – create high aspirations and belief these can be achieved
- **Dedicate** – encourage ‘grit’ and resilience with independent learning
- **Collaborate** – students and teachers work together to improve learning
- **Respect** – teachers set work in line with ability and students do their best with it

School Expectations:

Expected amount of homework:

Key Stage 3 (Years 7-9) – (approximately, with some exceptions)

- English, maths, science, languages, history, geography: up to 30 minutes weekly/ 1-hour fortnightly
- Other subjects: up to 30 minutes fortnightly/monthly (depending on number of lessons)

Key Stage 4 (Years 10-11) – (approximately, with some exceptions)

- All GCSE subjects: up to 1-hour weekly/ 2 hours fortnightly

If projects are set, work may be set over longer periods of time. All homework tasks should be recorded on Firefly. Students will be rewarded with house points for good or excellent homework. Those with high numbers of points will receive certificates. Those reaching 20 positive referrals will earn a voucher. Students who do not complete homework to a good standard on time will receive negative referrals and detentions. Students who are struggling to complete homework will be offered support e.g. homework mentoring.

Key Principles:

- 1) **Homework does not always have to be written tasks**
- 2) **Homework should not usually be set solely for overnight/ weekend/ holiday completion**
- 3) **Homework should not be set for the sake of it; it should be purposeful**
- 4) **Homework should be used/ marked/ responded to as quickly as possible to give it value**

All departments have their own homework and independent learning policies, which are available on request.

All departmental homework policies will include the aims to help students to:

- be more independent
- develop their knowledge and skills
- consolidate or prepare for classroom learning

Roles and Responsibilities:

The Governing Body will establish, in consultation with the Headteacher, staff, students and parents, the policy for the promotion and monitoring of homework and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear.

The Senior Leadership Team will be responsible for the overseeing of the implementation and day-to-day management of the policy and procedures. The Senior Leadership Team will also be responsible for communicating with individual parents about their child's successes and weaknesses within the homework rewards and sanctions system.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for setting high quality homework within a good learning framework and implementing the agreed policy and procedures consistently.

The Governing Body, Headteacher and staff will ensure there is no negative differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the policy and procedures comply with the 2010 Equality Act in making reasonable adjustments where appropriate. They will also ensure that the concerns of parents and students are listened to and properly addressed.

Parents and carers will be expected to support the school in encouraging students to take responsibility for their learning outside of school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of homework and will have the opportunity to raise with the school any issues arising from the operation of the policy. Parents are also expected to communicate with teachers via email, phone or notes in the planner if there are reasons why students have been unable to complete homework for reasons beyond their control. Parents will not normally be able to excuse their children from any sanctions earned through breaking school rules on homework without exceptional reasons.

Students will be expected to take responsibility for their own learning and will be made fully aware of the school policy, procedure and expectations.

Procedures:

The procedures arising from this policy will be developed by the Headteacher in consultation with the staff, students and parents of the school. The policy and procedures will make clear to the students why homework is important to their attainment and development at school and beyond. The policy will have a clear rationale which is made explicit to staff, students and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility.

Rewards:

A school ethos of encouragement is central to the promotion of good learning and work habits. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that working hard on their independent work at home is valued. Rewards will be offered for effort, creativity and achievement. They will also be offered for time spent on SAM Learning and for each session spent in Homework Club voluntarily. A key part of the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups. Students will receive a variety of merits/ credits, certificates, small rewards such as pens/ early lunch passes and larger rewards such as vouchers and badges.

Students receive house points when they receive positive referrals for excellent homework. If they reach 20 positive referrals for excellent homework, they receive a special gift voucher (worth £5). Letters will be sent to parents and carers to celebrate their child's success.

Support:

The school is aware that some students find independent work at home easier than others. Some students do not have the resources (e.g. computers), space or access to a quiet, calm room that others have. Additionally, some students (including but not limited to students with SEN) find it difficult to complete homework independently.

As a result, the school is committing significant resources to double-staffing the LRC (Learning Resource Centre), or a similarly large room with a computer suite, each lunchtime and for an hour after school each day for Study Space (formerly known as Homework Club). This offers students a quiet, calm place to work, with the option of help if needed. Anybody can attend Study Space any night, for as many nights as they want, without the need to book in advance. However, Study Space staff may ask students to leave if they are disruptive or misbehave.

The school has high expectations of students of all abilities. Homework, revision and independent learning are important aspects of students' education. As a result of this, and as a result of the support that the school is offering, the school expects the sanctions to apply to all students. If students are struggling to meet the school expectations, parents should send their child to Study Space and contact the school so that teachers are aware of e.g. the need for more detailed explanations of the homework tasks for the individual child.

Parents are able to support their children by looking at the details of the homework set for their individual child within Firefly (school website). When students log in, they have a section on the homepage with details of tasks set for each subject. This supports parental involvement in their child's learning.

In line with support that students are entitled to within their classes, students with SEN who receive readers/ scribes and/ or a significant amount of Teaching Assistant support in class may be entitled to some funded after-school support from a Teaching Assistant. Requests for this support may be made to Miss R Holt, Assistant Headteacher, who will authorise this support with the Headteacher's permission, in appropriate cases. Additionally, homework mentoring may be available for students who are struggling to work independently.

Students who are eligible for the Pupil Premium may also print in the LRC without needing to pay (within reason – students must check with Mrs Platt-Chance in the LRC before printing). We consider that this

additional support for students who have barriers to their completion of homework should ensure that all students can access their homework and revision.

We are mindful of our responsibilities under the 2010 Equality Act. We are happy to make reasonable adjustments to ensure that all disabled students can access homework. These reasonable adjustments may include:

- differentiated homework that is easier, in a different format or with different instructions
- differentiated deadlines – students may be given longer to complete work
- differentiated support – the school will pay for support for students who need it
- differentiated expectations – teachers will expect different outcomes for different students

Sanctions:

Sanctions are needed to respond to inappropriate levels of effort and organisation with homework. This includes homework that is of inadequate detail or quality (in comparison with a student's ability and the teacher's stated expectation of the task) and homework that is not handed in on time.

A range of sanctions is available and staff are expected to apply these sanctions and procedures consistently unless parents/ carers have communicated a satisfactory reason for the student's failure to complete the work correctly.

The sanctions system runs termly and begins with a warning if missed/ inadequate. After this, a student would have a detention from their teacher and receive a referral (an 'R1'). The sanctions then step up, possibly (in larger departments) with a detention from the Director of Study for that subject if the homework still does not materialise or if another homework is missed. After this, any further problems would lead to a detention with a member of the Senior Leadership Team for one hour after school.

Parental involvement:

Once a student receives multiple referrals in a term, a letter is sent home to parents to make them aware of this. This information also appears on grade cards. Parental involvement is a key factor in students' progress within school and it is hoped that parents, once aware of a problem, will address the issue with their child. Repeated failure to complete homework or revision not only leads to repeated detentions and conflict, but also has poor academic outcomes. Parents are encouraged to contact Miss R Holt, Assistant Headteacher, if their child needs support, and to work with the school by checking Firefly and asking questions about what their child needs to do.

Training:

The Senior Leadership Team will ensure that appropriate training and support is provided to all staff support the implementation of the policy.

Review:

The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the homework policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Headteacher will keep the Governing Body informed.

The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff, students and parents. The outcome of the review will be communicated to all those involved, as appropriate.

Last Reviewed and Modified - March 2018

Review Date - March 2021

