



COLCHESTER COUNTY HIGH SCHOOL FOR GIRLS
54 GOVERNORS' POLICY STATEMENT ON HOMEWORK

COMMITTEE	Curriculum & Student Matters
SLT RESPONSIBLE	Mrs Dawn Frost Associate Principal
REVIEW	Every 3 years or earlier if there are changes to statutory guidance
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Colchester County High School for Girls

GOVERNORS' POLICY STATEMENT ON

HOMEWORK

This document is aimed at teachers, students and their parents to make them fully aware of the nature and purposes of homework and the contribution it makes to education.

Rationale

We define 'homework' as work which is set to be done outside the timetabled curriculum, though not necessarily at home; which contains elements of consolidation and/or of independent study. The independent study is not supervised or directly controlled by a teacher and provides an extension of the learning activities provided within the timetabled curriculum or facilitates preparation for new learning activities.

Homework enhances student learning, improves achievement and develops students' independent study skills and as such is an integral part of the curriculum. It requires careful planning and integration into the scheme of work of each curriculum area.

Objectives

There are many reasons for valuing homework. The list below gives some of them; not all have equal weight:

- to encourage students to develop the practice of independent study and thereby independent study skills crucial for lifelong learning
- to develop time management, perseverance and self-discipline;
- to allow practice, where needed, of skills learnt in the classroom;
- to demonstrate progress and understanding;
- to provide feedback for the evaluation of teaching and advise future lesson planning;
- to permit more ground to be covered and more rapid progress to be made;
- to enable classwork to concentrate on those activities requiring the teacher's presence;
- to go beyond areas of study within the curriculum and to make possible the use of materials and resources that are not accessible in the classroom;

- to involve parents (and others) in students' work.

Types of Homework

The types of homework set will vary widely, depending on both the curriculum area and the year group of the student.

It may involve:

- researching, learning, or reviewing classwork
- listening to teacher endorsed and verified podcasts
- watching teacher endorsed and verified clips
- written work, projects or worksheets
- preparation and planning for future classroom learning
- revision and knowledge recall activities that enhance long-term memory
- pre or extension reading/literacy activities

This list is not exhaustive.

Each department will monitor tasks that are set to ensure that:

- Homework is wide-ranging and structured
- The purpose of the homework is explained to students as well as where it links to their Learning
- The homework is monitored regularly and marked in line with the Assessment (inc. Recording and Reporting) and Marking Policy. The quality of completed homework is monitored and reviewed at regular periods
- Students and parents get regular feedback and are consulted from time to time
- The marking of the homework is in line with staff workload.

Teachers are expected to:

- Set homework of appropriate duration at the time specified in the homework timetable for Key Stage 3 and Key Stage 4 and once a week for Key Stage 5. This homework should be achievable within the time specified in the table below
- Set tasks that provide a suitable challenge for all students in a class
- Use the school teaching and learning strategies to set homework
- Usually allow at least 48 hours for the completion of homework tasks. This is for KS3 and KS4, but a guideline for KS5
- Clarify the purpose of homework, including how the students will receive feedback on the piece of work or how the piece of work will be used
- Ensure that students have correctly written the piece of homework down in their planners and that the time the homework should take is clearly indicated
- Monitor the completion of homework in the next lesson or when the homework is due

When teachers do mark homework, feedback should be given in line with the Assessment (inc. Recording and Reporting) and Marking Policy.

Heads of Department are expected to:

- Lead their teams in discussing and developing suitable homework tasks
- Monitor the setting of homework by all members of their team against the expectations set out in this policy
- Monitor the quality and appropriateness of homework set by the members of their team to ensure consistency amongst the department. Finishing off classwork is not an appropriate homework.
- Evaluate the quality of homework in the department in line with the Homework Policy.
- The expectations of marking of the homework is in line with staff workload

Tutors are expected to:

- Ensure that the members of their tutor groups understand the homework timetable and how the school expects the student planner to be organised. This is especially important for KS3.
- Ensure that all members of their tutor groups write their homework timetables in their student planner
- Monitor student planners to check that students are appropriately organised for their subject lessons
- Be aware of any student's home circumstances that make the completion of homework difficult.
- Support students in their time management and organisation for homework.

Students will need to:

- Record homework in their student planner and ensure they understand the homework tasks, asking questions in a timely manner if they are unsure.
- Always have their student planner with them and get it signed at home by a parent/carer every week.
- Demonstrate a commitment to spending an allocated time doing the tasks set
- Complete homework tasks to the best of their ability within the appropriate length of time, and not spending unnecessary long periods of time on a topic
- Hand the homework in on time
- Students should get in to the habit of doing homework on the night it is set and designating regular homework time

Parents will encourage and monitor homework by:

- Providing a reasonably quiet, suitable place in which their children can do their homework (as far as possible)
- Encouraging their child/children and praising them when they have completed their homework.
- Expecting deadlines to be met and checking that they are
- Supporting their child/children by setting timings for pieces of work to stop them from overworking.
- Signing the student planner once a week

Parents should always inform the school if an issue arises, either through the student planner or by direct contact with the Form Tutor or Year Leader.

Timing

Years 7 to 11 are provided with a homework timetable which is arranged by the Year Leader to try to ensure that homework is reasonably spread.

Year	Number of subjects	Approximate time per piece of homework	Approximate total time per day
Year 7	2-3 per day	20 minutes	1 hour
Year 8	2-3 per day	25-30 minutes	1 hour 15 minutes to 1 hour 40 minutes
Year 9	2-3 per day	30 minutes	1 hour 30 minutes to 2 hours
Year 10	2-3 per day	40 -50 minutes	2 hours to 2 hours 30 minutes
Year 11			
Year 12	Up to 3 subjects per week	2-3 hours per subject per week	2-4 hours (task dependent)
Year 13	Up to 3 subjects per week		

Whilst some subjects may set a piece of work to be completed ideally within 48 hours or within the week, other subjects will involve students in project work and may have a time span of several weeks in which to complete a piece of work. Some subjects feature in the curriculum for only part of the year; homework in these subjects will support the course, and not be a weekly requirement throughout the year. In all cases, Teaching staff should always clarify the requirements when the work is set.

In Years 12 and 13 the students organise their own timetable for homework to meet the deadlines set by their teachers for submission of work. Again, depending on the subjects and the particular year group, the time span for the work to be completed can range from an evening to several weeks. Year 12 and 13 students are recommended to spend approximately 5 hours in private study per subject per week: these figures include study both at school and at home.

Monitoring and Evaluation of Homework

Each departmental handbook includes a section on homework in which its policy (in line with the school Behaviour, Sanctions and Rewards Policy and the Assessment (inc. Recording and Reporting) and Marking Policy) is set out. Subject teachers are responsible for ensuring that homework is regularly set and assessed. Students who fail to do homework, or who do it badly, are dealt with by the subject teacher in line with the Behaviour Policy Guidance (Appendix III),

The standard of homework set by staff and completed by students is monitored during work scrutiny carried out by SLT and Heads of Department and is reported on as part of the Attitude to Learning Grade in both Progress Checks and Reports to parents.

To increase efficiency and help ensure consistency within the department, homework is suggested or specified within schemes of work. Heads of Department also monitor and evaluate homework through general departmental meetings and meetings for moderation of Key Stages 3, 4 and 5 assessed work.

Conclusion

Homework is a valuable enhancement of work in the classroom. The forms it can take are many. It is not set merely 'for the sake of setting homework'. It may legitimately be done other than at home, if the conditions in which it is done do not affect its purpose and quality. We are conscious that our students have a wide range of interests which should continue to have a place in their lives and well-being. We endeavour therefore not to overload students with homework at the end of a long school day, particularly our younger students. We are always glad to hear from parents about any aspect of a student's homework which is causing concern.

Homework marking will involve a mixture of self, peer or teacher assessment. We acknowledge staff workload, and do not want to set work that has no educational benefit to the student or which doesn't move their learning forward.

The school's homework policy is monitored by the School Development Group (SDG), the staff wellbeing group and the Governors' Curriculum and Student Committee.

Related Policies:

A4 Behaviour, Rewards & Sanctions Policy

43. Assessment (inc. Recording and Reporting) and Marking Policy