



Calday Grange Grammar School

Title of Policy:	HOMEWORK POLICY	
Policy reference:	CGGS/CURR/homework/Sept 2015	
Summary	<p>Homework is seen as one of the principal ways in which student achievement can be raised. The benefits of doing homework needs to be instilled at an early age in all students in order that independent home study becomes routine.</p> <p>This policy sets out the principles and aims of homework at Calday.</p>	
Author:	Patrick Adamson	
Reason for re-draft: (tick most applicable)	First Draft	
	Scheduled Review	✓
	Minor changes	
	A number of changes	
Approved by:	FGB at meeting held 9 th July 2015	
Consultation details (where appropriate):		
Notes:		
Date of next review:	September 2016	

Principles

Homework must be varied and sustainable for teachers and for students.

Homework for Learning must be consistently applied at all levels.

- We are seeking consistency in: the quality, range and frequency of homework set; in the way it is marked; and completion rates monitored.

Outstanding Learning and Homework are mutually supportive of each other.

- The setting and reviewing of homework will require adequate time during lessons.

Homework must be directly relevant to the learning.

- Homework may arise from a lesson, or even precede it as an element of 'flipped learning'. This link between lessons and homework should be made clear to students.

Homework must be challenging and appropriate for individual students.

- Whilst generic homework tasks are entirely appropriate in many circumstances, outstanding homework is usually differentiated, so challenging the different abilities and targets of students in any given set.

Homework must encourage engagement and ownership by parents and students.

- In addition to homework being an integral part of teaching and learning for students, it can offer opportunities for clear and positive engagement in the process for them and parents

Homework must be proactively monitored and developed at all levels.

- Homework in itself does not aid learning and progress- the right quality, frequency and assessment of it *does*.

Expectations

The teacher will:

- Set appropriate tasks that are to be completed outside of the lesson.
- Promote the use of homework as a meaningful learning opportunity.
- Plan against what children know/can do/understand.
- Make standards and objectives of homework explicit to students.
- Assess homework in line with the whole school and faculty marking policy.
- Enter the homework on SLG

The student will:

- Know what to do to and what standards are expected.
- Have a record of what the task is as well as when it is due for submission.
- Manage his/her time appropriately in order to complete the task(s) to the best of his/her ability.
- Know what has been achieved against known success criteria and what to do next.

Leaders will:

- Ensure Schemes of Work are in place that enable appropriate homework tasks to be set.
- Monitor the quality and frequency of homework.

Rationale

Homework is work set, to be done outside the timetabled curriculum. It contains an element of independent study. It is important in raising student achievement.

Not all homework is done at home; for some students who find it hard to work at home, or for some tasks which may require resources (books, software, equipment) more readily available at school, it may necessary or desirable to do the work in school.

Homework enhances student learning, improves achievement and develops students' 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.

Aims

Homework enables students to:

- Consolidate and extend work covered in class or prepare for new learning activities.
- Access resources not available in the classroom.
- Develop research skills.
- Have an opportunity for independent work.
- Show progress and understanding.
- Provide feedback in the evaluation of teaching.
- Enhance their study skills e.g. planning, time management and self-discipline.
- Take ownership and responsibility for learning.
- Engage parental co-operation and support.
- Create channels for home school dialogue.

Faculty Homework Policy

All faculties have a homework policy, detailing:

1. When homework will be set.
2. How much homework should be set.
3. Types of homework used.
4. Place of homework in the scheme of work.
5. Faculty incentives.
6. Sanctions for unsatisfactory work.
7. How and by whom homework will be monitored.
8. Homework action plan following most recent detailed monitoring of homework.
9. Faculty Development Plans may include homework as an area for action. It is good practice to have regular homework 'workshops' at faculty meetings to evaluate, create and enhance specific homework tasks.

How much?

	Time per week					
Subject	Year 7	Year 8	Year 9	Subject	Year 10	Year 11
English	2 x 30 minutes a fortnight (1 written, 1 preparation/reading)			English	2 x 45 minutes per fortnight (1 written, 1 preparation/reading)	
Maths	1 x 40 mins	1 x 40 mins	1 x 40 mins	Maths	1 x 60 mins	1 x 60 mins
Sciences	3 x 20 minutes a fortnight (1 for each science)		3 x 30 minutes a fortnight	Sciences	1 x 30 mins per science	1 x 30 mins per science
Geography	20 mins	20 mins	20 mins	Humanities	2 x 30 mins	2 x 30 mins
History	20 mins	20 mins	20 mins	MFL	2 x 30 mins	2 x 30 mins
MFL	20 mins	20 mins	20 mins	Options	2 x 30 mins	2 x 30 mins

- * In Years 7, 8 and 9, Music, Technology, R.E., Drama and Art homework will be set as necessary.
- * Homework may be set over a number of days, e.g. a 40 minute homework may be set covering two 20 minute homeworks
- * Key stage 4 Drama: Specific homework will be set to incorporate the learning of lines, attending after school rehearsals and producing written work after a completed project. These evolve as students work their way through the specification.