



Poole Grammar School



Homework Policy

Policy Rationale

The school aims to provide a learning environment in which all students are given the opportunity to maximise their potential. Students should be encouraged to value their own learning experiences and these should aim to be sufficiently challenging to stretch them at every possible opportunity. As students progress through the school, they should be encouraged to take a growing the responsibility for their own learning. The development of wider skills should be seen as an integral part of all that the student participates in, whether in the formal curriculum or as part of a co-curricular activity.

The school believes that a good, well managed homework programme helps children and young people to develop the skills and attributes they will need for successful lifelong learning.

Aims of the Homework Policy

The school places a great deal of importance on homework and sees it as an essential part of the learning process. Homework should play an integral part in ensuring that the quality of learning is consistently high. Students are expected to take homework seriously and teachers should ensure that the nature and frequency of the tasks set, the way in which is followed up and strategies used for dealing with poor or later homework enables this to be the case.

Benefits of Homework

Homework has a number of benefits for students:

- The strengthening and consolidation of learning from the classroom
- The encouragement and development of independent learning and research skills
- Allows students to explore and deploy resources not available in the classroom
- The opportunity for creative and thoughtful responses to ideas covered in class
- The opportunity for a dialogue between students and parents/carers
- Learning how to manage time effectively and work to set deadlines

Good practice when setting homework

Effective homework should:

- Provide an opportunity for students to demonstrate their independent understanding and skills. Homework should not merely consist of completing work not finished in class, although there will be occasions, particularly when working project based tasks, that this would be an appropriate task.
- Arise from a well-planned Scheme of Work / Scheme for Learning. It should reflect the progress being made in a topic during class and have clear links to the final outcomes of the section of work.
- Be appropriate for the age and ability of the individual. Work should be sufficiently challenging for each individual to gain satisfaction from completing it.
- Be varied in nature, both in terms of outcome (e.g. projects, essays, multimedia, research) and in terms of skills developed (e.g. knowledge consolidation, applying ideas, evaluating viewpoints)

Homework requiring resources such as reference books or access to particular multimedia should only be set with sufficient time to allow students to complete it in school in their free time. Although the vast

majority of our students have access to resources they may need at home, some do not and they should not be penalised in any way.

The amount of homework

There is no longer Government guidance on the quantity of homework which should be set; however at Poole Grammar School guidance is given about the quantity of homework which should be set for each year group.

- Year 7 = 7 hours per week
- Years 8/9 – 7.5 hours per week
- Years 10 & 11 = 8.25 hours per week

The emphasis is on quality not quantity of work produced with the work completed to the student’s high level.

In the Sixth Form, 21 hours per week is the recommended minimum, some of this will not be specific homework tasks, but individual study that supports classwork and can be carried out during their private study periods in school.

Homework Timetables

For KS3 and KS4 the Deputy Headteacher - Upper Main School, Data and Assessment, allocates subject homework to days of the week to ensure, as far as possible, that there is an equitable spread across the two week timetable. Key Stage 5 students are expected to manage their workload in liaison with teaching staff. At the start of the year, form tutors share the homework timetable with their group, ensuring that students understand the arrangements.

Homeworks are allocated in 60, or for some subjects 45 minute slots, unless specifically indicated on the timetable. Where staff wish to set more extended pieces of work, this can be spread across more than one allocated homework; this should be indicated in the diary, e.g. ‘Continue assignment set on 6th September, hand in on 15th September’. Students should have ‘None Set’ written in their diaries when homework was due to be set, this should only occur in exceptional circumstances.

Year group	Amount / duration of homework	Total weekly homework
7	60 minutes per subject per fortnight/cycle for all subjects except English and maths which have 90 minutes per cycle	7 hours
8		7 ½ hours
9		7 ½ hours
10	45 minutes per subject per week for all subjects except English and maths which have 90 minutes per week	8 ¼ hours
11		
12	5 hours per subject per week	21 hours*
13	7 hours per subject per week	21 hours*

Homework preceding formal Internal exams

Leading up to Internal Exams weeks, Heads of Year and Heads of Departments must seek to ensure that all students in Year10 know how to tackle revision both holistically and subject by subject and how to work out a personal revision timetable, taking into account any Specific Learning Needs. Hence the usual homework timetable will be suspended for two whole school weeks prior to the exams starting.

Teachers will offer students guidance and possible revision tasks but will not insist upon them being done and not have deadlines. Form tutors should talk to tutees as frequently as possible to monitor how revision is going and support students who need to use this as learning opportunity for their management of future public examinations.

Holiday work and coursework

It is school policy not to set holiday work to students in Years 7 to 9. Students may choose to complete work in the holidays with the agreement of the teacher, but this should not be a common occurrence. Sufficient time in the term should always be made available for the adequate completion of all work set. The exception to this is that students are encouraged to spend an appropriate amount of time revision should their exams fall at the start of a new half term.

Students in Years 10 and above may have some homework spanning the holidays. This should be kept to a minimum as students need time to relax and be refreshed and to have time for other activities.

Responsibilities

Teaching staff must ensure

- homework assignments are meaningful and demonstrably have a positive impact on student learning and progress;
 - homework is set regularly according to the homework timetable;
 - homework assignment instructions are clear and unambiguous;
 - homework tasks are not too easy or too difficult for the year group in question;
 - homework assignments do not take significantly more or less time for the average student to complete than the time allocated in the homework timetable;
 - that, in most circumstances, students are allowed at least 2 school days to complete their homework assignment;
 - that homework is marked in line with the school's marking and feedback policy
- Form Tutors should check to see that homework is being set and recorded, and check that the planner is being signed each week by the parent
- Heads of Year should carry out random planner checks to ensure that homework is being set and recorded, and conduct a homework survey with a selected tutor group termly

Students must

- record homework assignment instructions promptly and clearly;
- put effort into completing homework assignments to the best of their ability;
- complete homework assignments themselves and not ask others to help with content or copy other people's work unless the teacher has given permission (e.g. a subject ambassador is providing support to a student or a student is copying up work missed due to absence);
- meet the homework deadline or gain their teacher's agreement to an extension of the deadline well in advance of the deadline itself.

Parents / carers

Should ensure their son has a quiet place to complete homework

- are encouraged to ask their son to show them their homework assignments;
- are encouraged to assist their son in organising homework materials;
- are encouraged to help their son formulate a plan for completing homework;

- might help their son interpret assignment instructions;
- might proof read their son's work, pointing out errors;
- might give practice quizzes to their son to help prepare them for tests;
- might help their son brainstorm ideas for projects;
- are encouraged to praise their son for completing homework by the deadline set.

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