

# STRATTON EDUCATION TRUST

## Homework Policy



September 2013

Stratton Education Trust along with Biggleswade Community Union of Schools (BCUS) has collaborated to develop a partnership between students, parents/carers and teachers to promote independent learning. This is summarised in the Independent Learning Charter (see Appendix 1.)

### **The Aim of the Independent Learning Charter (across BCUS)**

- Encourage our students to develop the responsibility, confidence and self-discipline needed to study independently.
- Practice and consolidate work completed in class and to prepare for life-long learning.
- Encourage and celebrate children's own research into topics via the use of books, the internet, visiting places of interest or speaking/listening to a knowledgeable person i.e. grandparent.
- Support achievement by providing opportunities for independent learning.
- Engage children and allow them the opportunity to choose the format of presentation.
- Develop communication to ensure all parents, pupils and schools are active partners in the learning process.

At Stratton Education Trust it is believed that **Homework** plays an integral part in reinforcing the work completed in class and is one of the best ways in which students can learn to study independently.

**Homework** can be a powerful learning tool, which when used effectively can extend the range and depth of a student's knowledge and understanding at the same time as developing independent learning and self-motivation.

At Stratton Education Trust we currently use the traditional term '**Homework**' when referring to Independent or 'out of class' learning.

**Homework** will always be meaningful, and at Stratton Education Trust we expect homework to be completed to a high standard and on time. This requires a quiet space, a table or desk to work at and freedom from the competition of other distractions. Students are welcome to stay behind after school to make use of the library. Many departments offer students the opportunity to stay behind and work in subject areas

### **Definition of Homework**

Homework refers to any learning task which a student is asked to do outside the classroom. It should be differentiated for a student's ability. Examples may include:

- Independent learning
- Consolidation of work in class
- Practice - learning by doing
- Completion of coursework assignments
- Research
- Reading
- Interviews
- Drawing
- Using ICT
- Recording

**Extension Work:** We offer students a range of opportunities to carry out extension work via extra classes e.g. breakfast classes, lunchtime classes and support/booster sessions after school. These activities support and enhance learning and, in certain cases, may well replace 'traditional' homework.

## Feedback

(See Stratton Education Trust Assessment, Marking and Reporting Policy for guidance.)

Feedback is absolutely vital if homework is to be worthwhile. Homework will therefore always be marked in an appropriate way. Feedback will be given to students and parents which:

- Is prompt,
- Is consistent,
- Offers praise where possible,
- Offers guidance on how to improve further (a target),
- Contributes to improved achievement in the future.

Sanctions which are to be imposed where homework is not delivered on time, or as requested, will be clear and consistent across the schools. (See Stratton Education Trust Behaviour Policy for guidance.)

## Time Guidelines

**Homework** will be set on a regular basis in each subject area. Subject areas have responsibility for setting, checking, marking (and assessing) homework. The nature and length of the homework will vary according to the needs of the subject and course being followed. (See Appendix 2 for guidance.):

## Monitoring

Homework will be monitored in two different ways:

- Checking of student planners by Form Tutors and Heads of Year across all year groups.
- Monitoring in subject areas by :
  - Heads of Department - Subject work scrutiny
  - Whole School lesson observation and feedback
  - Subject led collation of student feedback
  - School Improvement meetings with Senior Leaders.

**Mission Statement**

"BCUS schools have collaborated to develop a partnership between students, parents/ carers and teachers to promote independent learning".

**The AIM of the Independent Learning Charter**

Encourage our children to develop the responsibility, confidence and self-discipline needed to study independently.

Practice and consolidate work completed in class and to prepare for life-long learning.

Encourage and celebrate children's own research into topics via the use of books, the internet, visiting places of interest or speaking/ listening to a knowledgeable person i.e. grandparent.

Support achievement by providing opportunities for independent learning.

Engage children and allow them the opportunity to choose the format of presentation.

Develop communication to ensure all parents, pupils and schools are active partners in the learning process.

**Guidance for Parents/Carers**

**Talk to them** about their Independent learning tasks; What they doing, What they find interesting, How long it takes them. It is a way of discovering what they are working on at school.

**Find ways of supporting their Independent Learning.** It is possible for instance to use the Internet for additional resource material.

**Set times and the place where Independent Learning should be done.** Once students have established the habit of Independent learning they find it much easier to settle.

**Do encourage and praise your child when they are doing their Independent Learning tasks.** Point out what they have done well, build on their successes. Success and the feeling of success is a great motivator.

**Do help them with tasks but don't do it for them.** Help them find answers but don't simply tell them. It doesn't help teachers gauge which areas their student needs to develop.

**Help your child to understand that errors are the pathway to Learning.** Everyone makes mistakes and trial and improvement is often the best way to learn.

**Studies have shown the importance of Independent Learning.** If you've had a long day at work, remember that children are asked to study at home for a reason.



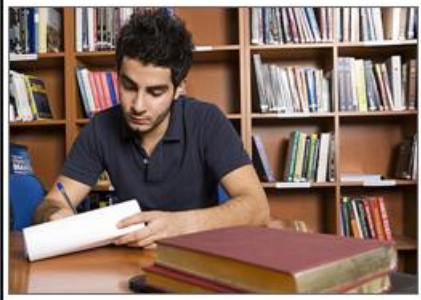
**Charter for Independent Learning**

## Students

Use the student planner to record Independent Learning tasks that have been set.

Plan when they intend to complete the tasks and to ensure the work is handed in on time.

Produce work to the best of their ability.



## Teachers

Set tasks in accordance with the Charter.

Acknowledge and provide feedback.

Praise students who regularly complete their Independent Learning tasks on time.

Consider the quantity and frequency.

Celebrate and Share achievements.



## Parents/Carers

Provide a working environment at home for your child to complete the tasks.

Help their son/daughter with tasks as described in the document and sign the student planner.

Check that their child attempts to complete the tasks on time.

Ask their son/daughter about the tasks, can they explain the work completed?



## Appendix 2

### Homework Timetable

School	Year Group	Curriculum Time	Subject	Minimum Expectation Amount of time (Quantity of work)
<b>GVC</b>	5 and 6	N/A	All subjects	30 minutes per subject per week
<b>GVC</b>	7 and 8	N/A	All subject	45 minutes per subject per week
<b>SUS</b>	9	3 hours per week	English, Maths, Science	Equivalent to 45 minutes per subject per week
		2 hours per week	Foundation subjects	Equivalent to 45 minutes per subject per fortnight
		1 hour per week	Additional subjects	As required <u>BUT</u> at least 1 assignment per half term
<b>SUS</b>	10 and 11	N/A	Every qualification	Equivalent to one hour per subject per week
<b>SUS</b>	12 and 13	N/A	Every qualification	As required  At least one hour for every one hour in class

#### **Approval Process**

Date of approval:

Governors committee & date when policy first considered:

Review date:

30<sup>th</sup> Sept 2013

T&L committee 23<sup>rd</sup> Sept 2013

1<sup>st</sup> September 2014