



Shene School
Excellence in Languages

Homework Policy

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Why Is Homework Set At Shene?

- To encourage independent exploration and study of topics.
- To foster a sense of responsibility
- To consolidate and reinforce skills and understanding developed at school.
- To encourage self discipline and effective time management.
- To monitor each pupils understanding and progress in each subject.
- To extend school learning and allow the pupils to practice their skills at their own pace.
- To involve parents in their child's work and to develop links between home and school.
- To carry out work less suited to a classroom situation.
- To complete coursework assignments.
- To encourage study and learning in preparation for assessment.

Appropriate Homework Tasks

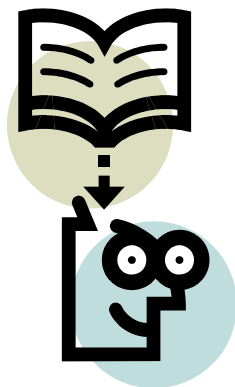
- The type of homework set will depend on the age of the pupil and the subject being studied.

- Teachers are asked to vary the tasks set for homework to ensure that the work set is both interesting as well as challenging.

- Homework is mainly set in written form. Homework usually includes set study and preparation for assessments. It may include:
 1. Reading
 2. Learning by heart
 3. Preparing for assessments
 4. Continuing coursework started in class
 5. Collecting relevant material
 6. Researching in books, newspapers, magazines or using the library
 7. Rehearsing – (relevant for music and drama)
 8. Practical tasks using household items
 9. Completing questionnaires
 10. Drawing
 11. Researching a video or T.V. programme and doing follow up work
 12. Photography
 13. Investigations
 14. Interviews
 15. Visits to the public library
 16. Designing
 17. Word processing and other computer techniques
 18. Simple experiments
 19. Making models
 20. Projects
 21. Redrafting
 22. Graphic skills

Good Practice

- Homework should not regularly used to simply “finish off” work already started in class.
- All homework tasks should be linked to schemes of work.
- Learning homeworks will be followed up by some form of assessment. This should be made clear to the pupils when the homework is set and the date of the assessment should be noted in their homework planners.
- Subject teachers should teach “how to learn” e.g. there should be a policy of “look, cover, write, check”.



- Subject teachers and Form tutors should write notes to parents/guardians about any concerns they have in the pupils’ homework planner. Where appropriate, parents/carers should be advised whether their child will benefit from a Study Support Programme.
- To ensure the consistency of practice, homework tasks should be standardised where appropriate.
- Pupils should be encouraged to develop independent learning skills.

Varving Advantages Of Homework

Homework For Very Able Pupils

- Tasks should be appropriately challenging in terms of conceptual demands. It is not a case of setting more of the same.
- Homework should enrich and extend their classwork
- Avoid asking pupils to complete work at home as it is most likely that the most able will have the least homework.
- Homework should involve some research/independent study skills
- Homework should provide some opportunity for pupils to develop their own interests and build on their strengths
- Homework learning tasks should be emphasised and pupils should be encouraged to study to the best of their abilities for every assessment.
- Pupils should be expected to complete the homework extension tasks.
- Pupils who find it useful to have a supervised place to do their work, or who may need assistance, should be encouraged to attend the school library/resource centre after school.

Homework For Pupils With Special Educational Needs

- Homework should reinforce classwork
- Consider allowing for differentiation by outcome and task set
- Tasks should be explained clearly and help should be given recording work set in the homework planner if necessary
- Encourage pupils to attend the school library/resource centre
- Special consideration should be given to EAL pupils and those with Special Educational Needs.

Use Of Homework Planners

- All pupils are given a pupil planner at the start of each year. They are responsible for filling it in accurately with subject, task and completion date.
- The daily timetable and the homework timetable are to be written in to the planner at the start of each new academic year.
- If no homework is set, then 'no homework set' should be written. This should only happen in extreme cases.
- Where homework is spread over two sessions, the homework should be noted down twice.
- It is essential that Parents check and sign the planner each week. Form tutors also check and sign the planner each week and will then be able to inform parents of any serious problems.
- Parents can help by checking regularly that the homework is set and that it has been written down. They should also check that homework has been completed on time to the highest possible standard. Parents can write notes in the planner so that concerns may be addressed to the subject teachers, the Subject Leader or the Form Tutor.

Amount Of Homework For Different Age Groups

- The average amount of time which should be spent by pupils on homework is as follows:

Years	7-8	45-90 minutes a day
Years	9	1-2 hours a day
Years	10-11	1.5-2.5 hours a day

This is in line with DFES guidelines

- Where possible, longer homework should not be set for completion the following day. Instead pupils should be given at least two days to complete the homework.
- A breakdown of the homework expected in each subject will be provided at the beginning of each academic year



Marking

- All homework must be marked promptly and teachers should ensure that all pupils are given clear direction through comments and targets for improvement.
- The school marking system should be stuck into the pupils Homework Planner
- The review of homework should take place at an appropriate time in a lesson and sufficient time should be set aside for follow up.
- There is a common marking scheme in place at Shene which is explained in a separate document, This is based principally on attainment grades. Teachers also give positive feedback points and send letters of praise home for good homework marks.
- Teachers are encouraged to enter into a 'dialogue' with the pupils about work done at home so a grade may not always be given. This ongoing dialogue will, hopefully, begin a relationship of the kind where pupils will accept criticism but without being to disheartened (aspect of AfL).
- Teachers may not correct every single mistake, especially when pupils have many other difficulties. Instead, they may concentrate on getting some right before moving onto others.
- Work will be marked regularly but sometimes teachers will decide to give an overall mark for a piece of work extending over several weeks.
- Parents/carers have access to the marking policy via the school website www.shene.richmond.sch.uk and should be aware of the marking system being employed and should therefore be capable of assessing the ongoing progress of their child.
- Learning and study homework tasks will be tested regularly. Pupils will be tested regularly. Pupils will either mark these tests themselves under supervision of the teacher or they will be marked and graded by the teacher according to the common marking scheme.
- Teachers should tell pupils how they could have achieved the next highest grade/level, especially for homework and course work tasks, in order to encourage and to show what is needed to improve.

Role Of Parents/Guardians

The parents/guardians of pupils can help their child in a number of practical ways. Here are some:

- Establishing a regular routine for completing homework each day.
- Providing a suitably quiet place for work.
- Providing the appropriate equipment for homework, such as pens, pencils, ruler, calculator, computer (preferably with access to the internet), etc...
- By encouraging their child, if necessary, to attend the school library/resource centre or becoming involved in a Study Support Programme.
- Praising their child when they have completed their homework.
- Checking that their child has completed their work neatly and has presented it well.
- Expecting deadlines to be met and checking that they have been.
- Making it clear that they value homework.
- Signing the planner every week and checking each night.

Where there are concerns or difficulties with homework, parents/carers should contact the school straight away. If the concern is a general one, the concern should be addressed to the Form Tutor or the Key Stage Leader. If the concern is specific, it should be addressed to the subject teacher or subject leader.

Homework – Practical Advice For Parents

Type Of Homework	What Your Child Does	What The Parent/Carer Can Do At Home
Learning	Here the task is to remember certain words, facts, details or rules.	Question and/or test.
Completing	Work already started in school is to be finished at home.	Look at the whole piece of work and perhaps make helpful comments. Ask what the task is about.
Writing-Up	Your child will use homework time to write about work done in school or write a finished version of rough work done in school.	Again, look at the whole piece or, even better, talk about it briefly first to jog his/her memory
Questions	Answering questions after a lessons work.	Check the answers. Do they appear to contain the exact information wanted in the question?
Finding Out	Searching for information on a given subject. Part of this homework might be done in the library in the pupils own time. Access to the Internet is particularly helpful.	Don't do too much for them here! But do encourage and help if they get stuck. It is obviously better to suggest where they might find the information rather than find it for them. Plagiarism must be discouraged.
Reading	Usually a passage or some pages from a book, or a set time will be given for reading.	Try to build up a general habit of reading at home. If everyone read then the homework becomes a natural activity.
Revision	Learning a section of work for a test or examination.	Get your child to explain the work to you. You can ask questions and even 'mark' them if you like.
Reading Ahead	Reading on ahead to get some idea of what work is yet to be done – and to be ready for it.	Be aware of what your child is doing in the subject at the moment; be interested in what they have found out.
Preparation	Here the pupil is asked to prepare for a lesson to come by making notes or sketching ideas on paper, collecting ingredients or resource materials.	Suggest a starting point. Once finished, ask them to read the work back to you. Even if it is 'rough work' the rules of spelling still apply. Check presentation. Get the work rewritten if necessary.
Coursework	Researching/investigating a topic and presenting the findings. Access to the Internet is particularly helpful.	Talk through the brief and suggest starting points. Prompt to ensure work is adequately focused. Monitor presentation. Finally discuss the next step. Plagiarism must be discouraged.
Designing	Generating a range of solutions in a response to a given solution.	Act as devil's advocate- "how will that work?". Test your child's depth of knowledge.
Drawing	Here the pupil is asked to do a drawing for a particular purpose i.e. maps, diagrams, illustrations, expressive etc...	Remind the pupil that drawing is a powerful tool for communicating and expressing information, ideas and feelings and that thought and attention should be paid to this activity.

Preparing For Key Stage 4

- Most GCSE courses require some written coursework (this is due to change as from September 2009). If the pupil does not finish the coursework requirements then he/she is not eligible for exam entry. This means that work done, both in lessons and at home, is actually part of the examination. There are always deadlines by which the coursework must be completed. These are set by the exam board and so cannot be easily extended.
- Many Year 10 pupils find the difference in pressure of work from Year 9 to Year 10 a great shock. Deadlines come up with alarming regularity and suddenly getting behind with homework/coursework means that a pupil cannot be entered for GCSE examinations.
- Year 10 Pupils who have learned at Key Stage 3 to manage their time well do not find the increased pressure of the GCSE courses too difficult to deal with. However, it is essential that good homework routines including regular study/learning and working habits are established at Key Stage 3.

Sanctions

Where pupils fail to do homework, complete assignments on time or bring homework to school on time, they receive a punishment from their subject teacher or subject leader.

Depending on the frequency and the amount of homework not completed, it could be:

- A verbal warning
- A teacher detention (Sleuth points deducted)
- A subject detention (a letter sent home and Sleuth points deducted)
- Placed in Head Teacher's detention (a letter sent home)
- Failure to attend HTD, pupil will spend a day in referral

Additional Information

Monitoring And Evaluation

Shene School considers the monitoring of pupil's homework an essential part in raising the standards of achievement.

The monitoring and evaluation of homework cannot be seen in isolation but needs to be part of a whole monitoring process of work in and outside of the classroom.

Giving A Lead

- If parents have a concern about homework they should contact the subject teacher or the subject leader.
- Each year a survey will be sent to a representative group of parents/carers to establish if homework is achieving it's aims. The results of the survey will be used as part of a formal review of the Homework Policy.
- The Homework Policy will be reviewed every two years.