



HOMWORK POLICY

Aim

Homework is an integral part of school life and should be regarded as part of the school day. It is intended to support and extend the curriculum covered during lessons. Home tutoring by parents or other teachers is NOT necessary and may even work against the learning and teaching undertaken in the classroom. This policy has been written to establish clear guidelines to ensure that pupils, parents and teachers understand the purpose of homework - it outlines the responsibilities of everyone concerned in regard to homework.

Policy

- Regular homework tasks are set from the beginning of Primary level and will continue through every year group. Homework is recorded in the Correspondence Book - in Early Years this may be written by the teacher but further up the school students are made responsible for recording this themselves.
- Teachers set an appropriate amount of homework, according to the pupils' age and ensuring continuity of expectation across the school. As a guideline, pupils in Reception and Year 1 will be gradually introduced to the idea of homework with short voluntary tasks. Pupils in Year 2 will start to get more regular tasks to complete, possibly amounting to 15 minutes, two to three times per week. By Year 6, this will increase to approximately 1 hour per day, four to five days per week. Pupils from Year 10 can expect up to 2 hours of homework work per day. Pupils undertaking IB are expected to organise their own time and learning needs. These are maximum amounts and will not be exceeded.
- Homework may consist of any of the following (though this is not an exhaustive list):
 - reading - of a reading book, a personal choice book, extended reading of a complex text;
 - learning - of phonics, of spellings, of tables, of specialist information;
 - practise - of work taught in class;
 - revision - of work previously taught in class, in preparation for a test or exam;
 - research - through reading, through the internet (to support work undertaken in class or to prepare for class work).

Homework may be either compulsory or voluntary - while homework that is set for the whole class has to be completed, teachers may also create stimulating, voluntary tasks for students who wish to study further.

- Teachers ensure that homework is appropriately spaced throughout the week so there is sufficient time to complete tasks set. Homework tasks may be set for completion by the following day or it may be set over a longer period of time, enabling work of greater depth. This is made clear when the homework is set.
- Pupils are expected to complete all homework tasks by the given time. Secondary students who fail to complete homework are placed in lunchtime detention. However, homework is never set as a punishment.
- Teachers in Secondary provide homework in accordance with the homework timetable and do not set homework at any other time.
- Homework tasks should be completed by pupils independently and to the best of their ability. Homework is set to match the ability of the student and is differentiated in the same way that work is differentiated in class.
- Homework is monitored, to ensure the task was understood and completed, and feedback given to students. Teachers give credit for effort as well as accuracy and completion of a given task - effort grades contribute to the overall report for students but marks do not (as homework cannot be taken as evidence of independent work).
- Parents have a responsibility to provide pupils with sufficient time to complete homework tasks in a suitable working environment. This should include provision of a table/desk in a quiet area enabling pupils to concentrate.
- Parents should check homework is completed and primary parents should sign the Correspondence Book regularly.

Quotation 1

Table 1. Suggested Effects of Homework	
Positive Effects	Negative Effects
<i>Immediate achievement and learning</i> Better retention of factual knowledge Increased understanding Better critical thinking, concept formation, information processing Curriculum enrichment	<i>Satiation</i> Loss of interest in academic material Physical and emotional fatigue
<i>Long-term academic</i> Learning encouraged during leisure time Improved attitude toward school Better study habits and skills	<i>Denial of access to leisure time and community activities</i> Parental interference Pressure to complete and perform well Confusion of instructional techniques
<i>Nonacademic</i> Greater self-direction Greater self-discipline Better time organization More inquisitiveness More independent problem solving	<i>Cheating</i> Copying from other students Help beyond tutoring
<i>Greater parental appreciation of and involvement in schooling</i>	<i>Increased differences between high and low achievers</i>

<http://education.umn.edu/CAREI/Reports/Rpractice/Summer94/homework.html>

Quotation 2

Overall, homework does appear to result in higher levels of achievement for older students (at the secondary level).

For these students, more time spent on homework is associated with higher levels of achievement, although there is probably a level beyond which more is counterproductive (perhaps at three hours a day).

For students aged 11-13, homework appears to be of benefit, but not to the same degree as for older students.

For these students, spending more than an hour or two on homework does not result in greater benefit.

There is little evidence of benefit for students younger than 11, although it can be plausibly argued that small amounts of homework can have an indirect benefit for promoting good study habits and attitudes to learning.

<http://www.memory-key.com/Parents/homework.htm>