

West Monmouth School



Homework Policy

Updated: July 2022

Rationale:

At west Monmouth School (WMS), we are committed to homework as a tool for promoting pupils' progress and expect parents to support pupils to complete homework. We believe that the quality of homework is more important than the quantity and therefore we will ensure that the homework set is meaningful as well as manageable.

The link between homework and educational achievement is strongly supported by research: a [meta-analysis of studies](#) between 1987 and 2003 found that: "With only rare exceptions, the relationship between the amount of homework pupils do and their achievement outcomes was found to be positive and statistically significant."

As well as raising the standard of pupils' achievement, homework also develops responsibility and accountability and promotes parent/carer awareness and involvement. As pupils get older, regular completion of homework helps develop the habits and self-discipline needed to study on their own and prepare for higher education and the working life.

The aims of our homework policy are:

- The creation and maintenance of an academic culture both within and outside WMS
- Excellent progress and attainment of pupils
- The development of pupils with independent learning skills
- To support pupils' self-management of the demands of KS4 and beyond, including coursework and revision

This will be achieved by:

- Monitoring the quality and recording of homework to ensure pupils' gain the skills needed for successful completion of each stage of their education
- All homework will be set as an assignment on Microsoft Teams
- The creation and maintenance of an academic culture both within and outside of school
- The development of pupils' independent learning skills

Roles and Responsibilities:

Pupils will:	<ul style="list-style-type: none"> • Complete all homework set to a high standard and hand this in on time • Ensure they understand homework tasks and demonstrate commitment by spending the allocated time on it • Catch up homework if they miss the lesson • Write homework and completion date in the student planner, if appropriate (year 7 will use their chromebooks) • Ensure parent/carers check their assignments on Teams • Use resources available from the library, books, computers, websites • Inform the teacher in advance if they don't understand or require help with the homework
Parents will:	<ul style="list-style-type: none"> • Monitor their child's Teams to ensure assignments have been completed • Provide a suitable place for their child to do homework • Make clear to their child the importance of homework and how it will help them in their learning • Support any sanctions put in place by the school for non-completion of homework
Teachers will:	<ul style="list-style-type: none"> • Set high quality, regular homework • Set work as an assignment on Microsoft Teams with a clear deadline for submission • Ensure that pupils have at least 5 days to complete tasks • Ensure pupils get feedback on homework that is returned • Issue achievement and behaviour points on class charts, as appropriate • Encourage and where necessary insist that pupils use <i>faculty homework club</i>
HOF/LP will:	<ul style="list-style-type: none"> • Facilitate the setting of high-quality homework • Monitor the setting and quality of homework • Provide clear sanctions for non-completion of homework following the steps outlined in the policy
HOL:	<ul style="list-style-type: none"> • Support HOFs in meeting with parents/carers • monitor the completion and quality of homework across faculties • identify pupils who require additional support/challenge • Celebrate achievement in year group assemblies • Meet with parents/carers of pupils causing concern
SLT:	<ul style="list-style-type: none"> • Support HOFs and HOLs in meeting with parents/carers • Monitor the frequency of homework across faculties • QA the quality of homework across faculties • Monitor the impact of the homework policy to ensure that it remains relevant and fit for purpose and is evaluated in the light of any parental concerns.

Frequency of homework:

KS3:

Core subjects	1 x per week (up to 6 per half term)
Non-core subjects including Tech; history; geography; languages; art	1 x per fortnight (up to 3 per half term)
Music, RE, PSE, drama	1 x per 4 weeks (up to twice per half term)

* It is anticipated that homework tasks will take **up to** 30 minutes to complete.

KS4:

Core subjects	1 x per week (up to 6 per half term)
Option subjects	1 x per fortnight (up to 3 per half term)

* It is anticipated that homework tasks will take **up to** 45-60mins to complete.

NB: Please ensure pupils have at least 5 days to complete homework. For example, homework set on Monday 5th September would be due on Friday 10th September, at the earliest.

What should faculties consider?

Do:	Avoid:
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<p>Do set planned and focused that relate to what is being learned in class. This includes elaborating on information addressed in the class or opportunities for pupils to explore the key concept(s) in areas of their own interest.</p>	<p>Setting homework which is not relevant to class work e.g. separate projects</p>
<p>Make the purpose of homework clear to children (e.g. to increase a specific area of knowledge, or fluency in a particular area)?</p>	<p>Setting homework as a punishment or penalty for poor performance</p>
<p>Ensure specific and timely feedback on homework. Use technology (e.g. quizzes of forms) to support this.</p>	<p>Create unnecessary workload by setting lots of homework that is onerous to provide feedback on.</p>
<p>Provide a variety of tasks with different levels of challenge Consider giving pupils opportunity to:</p> <ul style="list-style-type: none"> • Practice retrieval of key knowledge to support the automatic recall • Transfer their knowledge from lessons to new situations • Revise the key knowledge & skills learned in the classroom to increases the likelihood of a pupils transferring knowledge & skills to long term memory. • Use flipped learning techniques e.g. complete readings at their home and work on problem-solving during class time • Use knowledge organisers - a summary of the key facts and essential knowledge that pupils need about a unit of work 	<p>Set the same or similar types of homework repeatedly</p>
<p>Make sure pupils can complete the homework. Pitch it to a pupils' age and skills. A high chance of success will increase the reward stimulation in the brain.</p>	<p>Create anxiety for pupils by setting work which inaccessible/too difficult. This will only limit their cognitive abilities in that topic.</p>
<p>Get parents involved, without the homework becoming a point of conflict with pupils. Make it a sharing of information, rather than a battle.</p>	<p>Making homework onerous for pupils and parents. Think: <i>less is more</i>.</p>

Follow Up Actions:

