



SUTTON COLDFIELD GRAMMAR SCHOOL FOR GIRLS

HOMEWORK POLICY

DATE: MAY 2018

Introduction

This policy outlines the approach to homework at Sutton Coldfield Grammar School for Girls ('the school') and the impact it has in promoting academic rigour. Its purpose is to provide guidance to staff, students and parents in order to support students to maintain a balance between their academic studies and other aspects of their lives.

Homework is work that is set to be done outside the timetabled curriculum. It contains an element of independent study, in that it is not usually directly supervised by a teacher. It is important in raising student achievement and allowing students to demonstrate their understanding. Homework enhances students' learning, improves achievement and develops study skills and as such, is an integral part of the curriculum. Not all homework is done at home. For some students who find it hard to work at home, it may be necessary or desirable to complete the task at school. After-school homework clubs are available to support students with this.

Aims

Homework:

- Consolidates/ extends learning covered in class.
- Encourages intellectual curiosity and a love of learning.
- Prepares students for new learning.
- Enables students to access resources not available in the classroom.
- Enables subject content to be covered in greater breadth and depth.
- Enables students to develop research skills.
- Enables students to establish effective study habits through independent learning.
- Provides the opportunity for teachers and students to assess understanding of a particular topic/skill.
- Provides the opportunity for students to demonstrate progress.
- Supports and challenges students to meet individual needs.
- Enhances students' personal organisation skills

The nature of homework will:

- Have a meaningful purpose and be achievable;
- Be challenging and encourage interests to develop;
- Promote creativity and initiative;
- Vary, eg completing 'Student Action' following teacher feedback on a piece of work; reading; research; drafting; reviewing; problem-solving; essay-writing; learning vocabulary; specialist terminology or key facts; model making; preparing for or completing classwork or catching up after absence or music lessons.
- Be followed by subject teacher marking, peer assessment or self-assessment.

Expectations

- Homework is only set where it fulfils one or more of the above aims.
- Homework is not set for the sake of it and when it is set, objectives, success criteria and deadlines are made clear.
- Subject teachers will communicate to students the day on which homework will be set for their subject each week and only set homework on the given day.
- It is recommended that homework is done on the night it is set. For students in Years 7-11, there will be more than one day between the day homework is being set and the day it is due in.

Year	Recommended Amount of Homework to be set
7	Up to 30 minutes per subject per week (10 subjects)
8	Up to 30 minutes per subject per week (13 subjects)
9	Up to 45 minutes per subject per week (13 subjects)
10 and 11	On average 2-3 hours per subject per fortnight.
12 and 13	On average 5 - 9 hours per fortnight per A Level subject (excluding: EPQ)

Roles and Responsibilities The subject teacher will:

- At the start of each academic year, communicate to students the day homework will be set each week (and where possible the day it will be due to handed in)
- Set homework in line with the whole school policy and record it on Show My Homework
- Provide a clear explanation of the expectations from a piece of homework, including the length of time to be spent upon it and the deadline for completion.
- Communicate the purpose of the homework task.
- Ensure time is provided for students to ask questions about their homework.
- Offer support to students who are experiencing difficulties in completing homework.
- Monitor completion of homework.
- Employ rewards and sanctions using the school's Behaviour for Learning policy.
- Ensure that when work is collected in, written feedback is provided within one week and that feedback informs future lesson planning.
- Consider each student's completion of homework to inform judgements provided in Progress Reviews.
- Ensure that a variety of different types of homework are set over a period of time.
- Encourage feedback from students about the effectiveness of homework at regular intervals to inform planning.

The student will:

- Listen to homework instructions in class.
- Ensure details of the homework are accessed from Show My Homework
- Ensure that homework is completed, ideally on the night it is set, and handed in to meet the deadline.
- Be selective and focus upon relevant information only.
- Attempt all work and give their best, ensuring that adequate time is allocated to the task.
- Inform the class teacher of any difficulties before the deadline.

The Head of Department will:

- Ensure provision for homework is integral to the schemes of work.
- Use Show My Homework to monitor provision of homework within year groups to ensure consistency between classes as part of the whole school self-evaluation and in order to monitor classes and within-department variation.
- Seek feedback on the benefit of different types of homework and use this in the evaluation of schemes of work.
- Follow up on-going concerns raised by subject teachers with regard to individual students not completing homework.

The Head of Year will:

- Monitor the amount of homework set per class in their year group once a term.
- Monitor referrals raised by subject teachers with regard to missed deadlines / failure of individual students to apply sufficient effort to homework tasks.
- Intervene as necessary in response to the above by clarifying whole school expectations and offering support in improving organisation.

The Form Tutor will:

- Liaise with subject teachers as appropriate about students' completion of homework, support students and refer concerns to Heads of Year following interventions.

Parents are asked to:

- Provide an appropriate environment conducive to learning.
- Discuss learning with the student as appropriate.
- Contact school via email or telephone with any concerns relating to homework.

INITIAL EQUALITY IMPACT ASSESSMENT FORM

Name of policy/activity/project:

Homework Policy

Is this a new or an existing policy/activity/project?

Existing policy updated

Scope/timescales for project or activity (including review date):

Approved in May 2018. To be reviewed in May 2021

Policy/project lead and Author of Equality Impact Assessment:

Dr B. Minards, Headteacher

Outline of main aims of this activity/policy/project:

To provide guidelines for all members of the school community about the school's expectations with regard to homework.

Who will benefit/be affected by this policy/activity?

Students, staff and parents of Sutton Coldfield Grammar School for Girls

If an existing policy/activity, do you have any data of use by or impact on different groups which may raise concerns over an equality impact?

No concerns

Does the activity have the potential to impact differently on groups due to a protected characteristic (eg race/ethnicity, gender, transgender, disability, religion & belief, age, sexual orientation, maternity/paternity) for:

(a) Students and members of the community? (eg The Governing Body, students, contractors, visitors, hirers of the premises, agency staff, suppliers etc). Which groups are likely to be affected?

No

(b) Employees?

No

Does this activity make a positive contribution to the School's general or specific duties under the Equality Act 2010? If yes, please detail.

Yes – the Policy applies to all students equally

Having reviewed the potential impact of the policy/activity listed above, **I believe a full impact assessment is required / NOT required** (delete as applicable with justification below)

Full impact assessment is not required

Justification: The policy is of equal benefit to all students, regardless of gender, race, religion, sexual orientation etc.

Name: Mrs C James

Date: May 2018