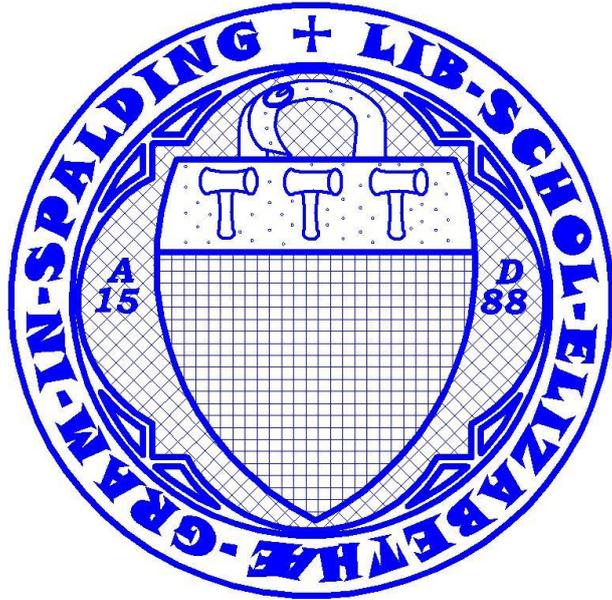


Spalding Grammar School



Homework Policy

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SPALDING GRAMMAR SCHOOL

HOMEWORK POLICY

1. THE PURPOSE OF HOMEWORK

Extensive educational research¹ proves that the setting and completion of high quality homework links to increased outcomes for students in all years². The School firmly believes homework forms an essential part of a continuous learning process which develops fundamental skills of independence, prioritisation, time management and discipline. Therefore, like all other aspects of the School, we have the very highest expectations with regard to the setting and completion of homework.

2. PRINCIPLES OF HOMEWORK

Homework must be structured, purposeful, challenging, engaging and followed-up to have maximal impact. Homework should complement classroom learning, not just complete it.

3. RESPONSIBILITIES AND EXPECTATIONS

In order to maximise the impact of homework it is essential that all four major stakeholders (students, teachers, form tutors and parents) work collaboratively and adhere to their respective responsibilities:

Students will...

- Record homework tasks, type (CAT/AH/Prep), time guide (or other structure) and deadlines clearly in their planner
- Complete and submit homework within the deadline set
- Build a homework routine to complete quality work, not rush it in Form Periods or lunchtime
- Challenge themselves to complete homework to their highest standard
- Carefully review and improve homework before submission
- Build in sufficient time to undertake organisation and administration (e.g. pack bag, email reading/writing, planner management, careers administration etc).
- Communicate homework difficulties to staff and/or parents sufficiently prior to deadlines so support can be offered

Teachers will...

- Set structured, purposeful, challenging, engaging and varied homework tasks in line with the recommended timescales (given below) and CAT/AH/Prep guidelines (overleaf)
- Give an appropriate time guide (or other clear structure) to each homework task
- Set homework that is fully integrated into the scheme of work
- Provide appropriate follow-up and/or feedback on homework
- Be mindful of wider student issues (e.g. workload, individual needs) and therefore differentiate the nature and deadlines of homework accordingly
- Ensure rewards are applied consistently for high quality homework and rigorous follow-up and/or sanctions are applied for substandard, late or missing homework
- Offer support to students who face homework difficulties, being aware that students may not always feel able to discuss homework issues

Form Tutors will...

- Monitor and support students with homework recording/organisation in their planner
- Sign the planner regularly and communicate with staff/parents accordingly any concerns with homework completion/organisation
- Provide an environment within 'private study' form periods where students can work constructively and seek support from other students/form tutor

Parents will...

- Support their child to complete homework, but do not do it for them; show an interest, discuss tasks and challenge them to complete to their highest standard
- Provide a constructive working environment (i.e. away from distractions) for their child
- Develop and reinforce a structured timeframe around the family routine and child's hobbies in which homework can be completed
- Monitor their child with homework recording/organisation in their planner and sign on a weekly basis
- Encourage their child to communicate homework difficulties with staff to develop confidence

¹ Research includes combination of research studies, DfES guidelines and practice from other schools

² Policy applies to Years 7-13. However, specific Year 12-13 expectations are set out in the Sixth Form Teaching and Learning Policy

4. HOMEWORK REWARDS AND SANCTIONS

Students who produce homework that exceeds or falls short of the expected standard will receive the appropriate rewards and sanctions:

a. Submission of prep or assessed homework significantly above the required standard:

- ✓ Verbal praise
- ✓ Reward points awarded
- ✓ For regular high quality prep/AH additional rewards may be given, including parental contact, display of work, presentation in assemblies etc

b. Non-submission of prep or assessed homework or submission below the required standard:

If homework is not submitted to the required standard (e.g. late, not at all, sub-standard), **the student must complete the missed work and submit by 8:55am the next available day.** They will also face the relevant sanctions given below, climbing to the next level for each instance in the same subject:

Level	Offence	Consequences	Report Review
1	Failure to complete homework	<ul style="list-style-type: none"> • Verbal warning • Recorded on Go4Schools 	No report
2	Repetition of Level 1	<ul style="list-style-type: none"> • Teacher-initiated detention³ (c 15 mins) • Recorded on Go4Schools 	No report
BEYOND THIS LEVEL PARENTAL CONTACT MUST BE MADE & VFT INFORMED			
3	Repetition of Level 2	<ul style="list-style-type: none"> • Department detention (HoS initiated)⁴ (c 30 mins)⁶ • Head of Subject discussion with student • Recorded on Go4Schools 	No report
AT EVERY LEVEL BEYOND THIS POINT PARENTAL CONTACT MUST BE MADE & HOH/VFT INFORMED			
4	Repetition of Level 3 <i>(After-school detentions will be applied for each breach of policy during this period⁶)</i>	<ul style="list-style-type: none"> • After-school detention (1 hour – supervised by SLT)⁶ • Homework Report Card: HoS Level: 4-week subject monitoring (plus other method selected by HoS e.g. HoS monitoring, parental meeting, regular intervention, etc) • HoH/VFT liaison⁵ • Recorded on Go4Schools 	Improvement: 1 Good (reset to level 0) 2 Some (remain on report for 2 weeks) 3 Insufficient (SLT review)
5	No improvement on Level 4 <i>(After-school detentions will be applied for each breach of policy during this period⁶)</i>	<ul style="list-style-type: none"> • After-school detention (1 hour – supervised by SLT)⁶ • SLT Line Manager Review – meeting with HoS and parents • Homework Report Card: SLT Level: 4-week subject monitoring (plus any other relevant methods selected by HoS) • HoH/VFT liaison⁵ • Recorded on Go4Schools 	Improvement: 1 Good (reset to level 0) 2 Some (remain on report for 2 weeks) 3 Insufficient (remain on report for 4 weeks or if more than one subject HM's review)
6	No improvement on Level 5 in more than one subject	<ul style="list-style-type: none"> • Headmaster's Review – meeting with HoS and parents • HoH/VFT liaison⁵ • Recorded on Go4Schools 	

Notes:

- These sanctions are to be applied by departments independently of one another. E.g. a student who reaches Level 2 with one department e.g. MFL, will not receive a Level 3 sanction for his first offence in Latin.
- The response levels will be re-set for at three points throughout the year, at the start of terms 1, 3 and 5 for students at Level 3 or below.
- Students at Level 4 or above must complete their report with good improvement to earn a re-set back to 0.

3 Teacher-initiated detention will run at a time most suitable to the teacher. This may be break or lunchtimes.
 4 Departmental detentions will run at a time most suitable to the department. This may be lunchtimes or after school.
 5 If a student reaches level 4 the HoH/VFT must be informed as supplementary pastoral intervention may be required. However, ultimate responsibility for monitoring homework in each subject lies with the HoS.
 6 Specific letter templates are available to use [I:\Staff Handbook\Policies\Behaviour Policy and accompanying documents](#)

5. HOMEWORK TIMESCALES AND DEADLINES

The School operates a time allocation homework model, which weights homework quantity to the number of timetabled lessons to reflect the relative demands of each subject. For example, core subjects (English, Maths and Science) have more timetabled time and therefore more homework time assigned. The model ensures that the total amount of homework students receive increases throughout their academic journey to reflect the development of their independent study skills and prepare them for further education or work.

Each subject has a recommended homework completion time and departments/teachers will use discretion to set CAT/AH/Prep tasks (see overleaf). Examples of homework compositions are given below:

Years 7, 8 and 9 (average 15 mins homework per 50 min lesson):

Per cycle	Year 7		Year 8		Year 9	
	Lessons	Homework time	Lessons	Homework time	Lessons	Homework time
English	8	2 hrs	8	2 hrs	8	2 hrs
Maths	7	1 hr 45 mins	7	1 hr 45 mins	7	1 hr 45 mins
Science	8	2 hrs	8	2 hrs	9	2 hrs 15 mins
History	4	1 hr	4	1 hr	4	1 hr
Geography	4	1 hr	4	1 hr	4	1 hr
RS	3	45 mins	3	45 mins	3	45 mins
MFL	5	1hr 15 mins	5	1hr 15 mins	5	1hr 15 mins
Latin	2	30 mins	2	30 mins	2	30 mins
IT	3	45 mins	3	45 mins	3	45 mins
DT	4	1 hr	4	1 hr	4	1 hr
Art	3	45 mins	3	45 mins	3	45 mins
Music	3	45 mins	3	45 mins	3	45 mins
PE*	4	-	4	-	4	-
PaCE*	2	-	2	-	1	-
Totals	60	13 hrs 30 mins	60	13 hrs 30 mins	60	13 hrs 45 mins

Years 10 and 11 (average 20 mins homework per 50 min lesson):

Per cycle	Year 10		Year 11	
	Lessons	Homework time	Lessons	Homework time
English	8	2 hrs 40 mins	8	2 hrs 40 mins
Maths	9	3 hrs	9	3 hrs
Biology	4	1 hr 20 mins	4	1 hr 20 mins
Chemistry	4	1 hr 20 mins	4	1 hr 20 mins
Physics	4	1 hr 20 mins	4	1 hr 20 mins
MFL	6	2 hrs	6	2 hrs
Option 1	6	2 hrs	6	2 hrs
Option 2	6	2 hrs	6	2 hrs
Option 3	6	2 hrs	6	2 hrs
PE*	5	-	5	-
PaCE*	2	-	2	-
Totals	60	17 hrs 40 mins	60	17 hrs 40 mins

Years 12 and 13 (Y12 average 45 mins, Y13 average 60 mins homework per 50 min lesson):

Note: homework at Years 12 and 13 should be set every lesson † some enrichment subjects may set homework

Per cycle	Year 12		Year 13	
	Lessons	Homework time	Lessons	Homework time
Option 1	11	8 hrs 15 mins	10	10 hrs
Option 2	11	8 hrs 15 mins	10	10 hrs
Option 3	11	8 hrs 15 mins	10	10 hrs
Enrichment†	8	-	0	-
Senior Games	4	-	4	-
Free/PS	15	<i>Some homework completed</i>	26	<i>Some homework completed</i>
Totals	60	24 hrs 45 mins	60	30 hrs

* PaCE and PE do not carry compulsory homework time, but both subjects may set homework infrequently to support students' development.

Note: Students are expected to build time for administrative tasks into each cycle's homework. These include planner management, bag packing for next day, email reading/writing, revision plans, careers administration etc.

The School's homework model does not follow a rigid timetable. This enables departments the flexibility to set structured, purposeful, challenging, and engaging homework (the primary principles).

The model ensures each student receives their total allocation per cycle, but not necessarily every lesson. This may create periods of high or low homework quantity for students which will challenge their skills of time management and prioritisation (to be supported by parents and staff where appropriate).

Note: Students in the sixth form will be set homework every lesson.

In order to maximise the impact of the School's homework model, teachers/departments must:

- Adhere to the time allocations to avoid students being set not enough/too much homework.
- Set realistic deadlines. The nature of a 'prep' task should be such that a short deadline is manageable and could be next day. AH and CATs homework are longer pieces of work and enough time must be given to enable students to complete this. A next day deadline for AH or CATs should be avoided.

6. THE NATURE OF HOMEWORK

Homework is an integral part of Spalding Grammar School's assessment model, which contains three types of assessment: Common Assessment Tasks (CATs), Assessed Homework (AH), and Prep (preparation for the lesson ahead). It is essential that when homework is set, it is clear which type of assessment the work is and students record this in their planner.

An outline of each assessment type and suitable homework guidelines are given below.

	Common Assessment Tasks (CATs)	Assessed Homework (AH)	Preparation (Prep)
Description and purpose	<p>Formal assessments set periodically, e.g. once or twice per half term, usually carried out in lesson time in controlled conditions.</p> <p>CATs homework usually entail preparation for a upcoming formal assessment in class or work on an element of a final CAT assessment (depending on subject).</p>	<p>The value of this work is to assess and give regular feedback on progress on smaller elements of a course than a CAT.</p> <p>The skills and content covered in AH will ultimately overtime be assessed through a CAT with achievement reported home at grading points</p>	<p>Time spent preparing for the next lesson. This will normally, but not necessarily involve lower level skills, for example the acquisition of knowledge through note taking tasks, meaning that time with teachers in class can be spent tackling more challenging higher level skills, e.g. analysis of meaning.</p> <p>Prep may also be consolidating content from previous lesson(s) which again allows following lessons to proceed at a more rapid pace.</p>
Assessment, marking and time allocation	<p>The results of CATs are used to produce progress grades that are reported home at intervals across the academic year.</p> <p>Marking is summative (a grade), but should also inform students of how to improve.</p> <p>This type of homework is usually allocated a significant amount of time, due to the formal nature of the assessment.</p>	<p>AH is assessed with grades recorded by the teacher, but not used to form reported grades. Importantly, feedback is also formative so that students are aware of what they need to do to make better progress.</p> <p>AH assessment can be via teacher marking, peer assessment or other suitable means.</p> <p>This type of homework will usually be allocated 30-60 minutes to complete.</p>	<p>This work is not usually assessed, but is checked to ensure it has been completed through activities at the start of a lesson. Where students have not completed prep to a good standard, they will struggle to make good progress and as such sanctions for non-completion will be used.</p> <p>For Years 7-11 Prep tasks should be short and structured, usually taking a short time, e.g. 15 minutes. They are set regularly to reinforce the importance of students taking responsibility for their learning. Sixth Form Prep might be expected to take a longer time to complete.</p>
Examples	<ul style="list-style-type: none"> • Revision for a test/exam through preparation of flash cards, memory games etc. • Presentation preparation • Essay planning • Speech/debate rehearsal 	<ul style="list-style-type: none"> • Completion of exam style questions • Essay planning/writing • Worksheet completion • Poster creation • Sketch/diagram/design drawing 	<ul style="list-style-type: none"> • Find out the meaning of a key term and define in your own words • Watch a film clip and record notes as a mind map • Write one side of an argument for a debate • Learn vocabulary for a mini-test • Produce a sequence of diagrams to explain steps for an experiment