



**ST JAMES**

Senior Boys' School

## Homework Policy

### 1. Introduction

This policy is intended to establish the central importance of homework to the academic development of the boys as well as to provide a framework of responsibilities for all stakeholders: teachers; heads of department; senior leaders; boys and parents. The purpose is to promote collective responsibility in ensuring consistency of practice in terms of the quantity and quality of homework set and produced, as well as to ensure that homework serves to consolidate and develop the skills and dispositions vital to academic success and a lifelong passion for learning.

### 2. The purposes of homework

It is vital that all homework set is meaningful and has value in terms of the personal and academic development of the boys. Outlined below are the main purposes of homework.

#### Consolidation

- To allow for the consolidation and application of practical material developed in class.
- To practice and develop skills learnt within the classroom.

#### Preparation

- To provide time and methods to review and learn information such as key facts, vocabulary and grammar for tests.
- To complete provisional reading or work for the next lesson.

#### Extension

- To create opportunities for greater challenge for abler students.
- To extend the time available for learning.

- The extension of work or discussion in class to stimulate independent research.

### **Independence**

- To encourage and provide both time and frameworks for independent reading.
- To encourage students to develop the practice of independent thinking, learning and research.
- To provide opportunities for the use of secondary resources not readily accessible within the classroom.

### **Reflection**

- To allow time for evaluation and reflection on skills developed and work completed in class.

### **Personal development**

- To develop perseverance and self-discipline.
- To promote a love of learning.

## **3. Types of homework to be set**

This is not an exhaustive list of the range of homework that should be set but provides a broad outline of the types of tasks that will be set.

- Learning/memorisation: facts, information, quotations, formulae, new vocabulary.
- Reading around the subject to improve understanding and to prepare for future lessons.
- Reviewing and correcting mistakes in a piece of work.
- Collection/analysis of data or information.
- Contribute to online discussion forums.
- Correcting, practising and learning spellings identified in written tasks.
- Redrafting and improving work or a section of work such as sentences, paragraphs or a section of a piece of written work.
- Writing an essay plan or preparing for a debate or presentation.
- Reflecting on learning: making corrections, setting targets for improvement, self and peer assessment tasks, writing summary notes or creating revision resources.
- Online learning activities: quick quizzes and games to consolidate learning, short research tasks incorporating flipped learning.
- Watching a video, film clip, or a lecture, or listening to recordings of music or a podcast to inform note taking or research.
- Extended writing or solving an extended problem that uses learning and skills from a lesson.
- Organising notes and other learning resources to support revision.
- Timed examination practice.

#### 4. The skills and dispositions to be acquired and developed through homework

- Investigative, creative and thinking skills.
- Research skills, including selecting and editing of relevant information.
- Critical skills such as reading, analysis, logic and evaluation.
- Organisation and time management skills: the ability to prioritise tasks; self-discipline.
- Confidence to work independently.
- Metacognitive and self-reflection in reviewing learning.
- Communication skills.
- Development of intellectual curiosity.

#### 5. Methods of recording and assessing homework

##### **Expectations of the teacher**

Homework will be set on the designated day of the week in accordance with the Homework Timetable for Year 7 and 8 boys and on a day chosen by the teacher for all other age groups. Teachers will be required to place homework on Firefly by 4.15 on the day that it is set. It will be marked through a range of formative and summative strategies. As homework will be set on a weekly basis, each piece of homework will be reviewed by the teacher, although a full summative grade and feedback is only expected once every three weeks. Students will be given at least three days to complete homework tasks in Years 7 to 9 and one day for Year 7 to 8 (weekend counting as 1 day) and teachers should return marked work within a week.

##### **Expectations of the boys**

It is important that all homework set is recorded in planners and when submitting work for homework it is identified clearly with a heading marked "homework." Boys should also sign and date homework when it is returned as an acknowledgement that the comments, marks or grades provided have been read and understood. At times, marking of homework may take the form of self or peer assessment in class but should still be signed and dated by the student.

##### **Expectations of form tutors**

As students are required to record their homework in their planners, it is important that they ensure that planners are taken home and signed by parents on Friday or Monday so that they can be checked in Tuesday's Tutor Period.

##### **Expectations of the parent**

To monitor the recording of homework by their son in his planner as well as its completion, signing the planner on a weekly basis to acknowledge this. The

planner may also be used as a method of communication between form tutor and parents regarding any aspect of the setting or completion of homework.

## 6. Regularity and quantity of homework

### Year 7 and 8

Homework will be set once per week in every subject taught and will be a minimum of 45 minutes in length, except for in Languages, English (Lexia) and Maths where a second, shorter homework will be set. Homework will be set on the day designated in the Homework Timetable and boys will have at least one day (weekend counts as 1 day) to complete it. They will submit homework via their teacher's locker.

### Year 9 to 11

Homework will be set once per week in every GCSE subject and will be a minimum of 1 hour in length. Homework will be set on a day decided by the teacher and boys will have at least three days (weekend counts as 1 day) to complete it.

### Year 12 and 13

Students in 6<sup>th</sup> form will be set homework and should expect to do a minimum of 4 hours of work per subject outside of lessons that may be completed at home or in designated free periods.

## 7. Rewards and Sanctions

### Rewards

The school Rewards system in the form of Merits should be used to reward and celebrate outstanding effort and achievement in homework.

### Sanctions for Years 7 to 11

The introduction of a weekly Homework Detention ran by the Director of Studies will be introduced to ensure consistency of practice across all academic departments in terms of boys missing deadlines, taking teacher discretion away unless they feel that the student has a valid reason to miss a deadline. It is hoped that this will facilitate greater consistency of practice. This also provides a clear structure for the escalation of Sanctions and an opportunity to monitor and address patterns with individual students, across a range of subjects, a particular cohort, and the school.

### First Offence

1. If the student has missed a homework deadline and does not have a valid reason the teacher should place them in a weekly lunchtime Homework Detention (30 minutes) with the Director of Studies and a Green Slip should be completed.

2. "Missed Homework" (Green Slip) placed in Missed Homework Forms tray for administrator to:
  - Log the missed homework on Schoolbase
  - Email the boy's parents with the details of the homework missed and the time and date of the Homework Detention.
3. Interview with Form Tutor to identify reasons for missed homework and to establish a plan and targets to support the boy in meeting deadlines effectively.

### Second Offence

1. If the student misses a second homework deadline in a half term without a valid reason he will attend an after school detention.
2. Missed Homework should be logged on Schoolbase and parents should be emailed with details of the missed homework and the time and date of the School Detention.
3. Interview with Form Tutor, Head of Year and representative from the SEND Department if the student receives Learning Support to review targets from previous meeting and to set a new plan and offer support if required.

### Third Offence

1. If the student misses a third homework deadline in a half term without a valid reason he will attend a Saturday detention.
2. Missed Homework should be logged on Schoolbase and parents should be emailed with details of the missed homework and the time and date of the Saturday Detention.
3. Parents should be invited in to meet with Form Tutor, Head of Year and a representative from the SEND Department if appropriate to review targets, reasons for missed homework, and identify further strategies to support the successful completion of homework to deadlines.

Note: Homework sanctions are separate to the Pastoral red card system.

### Policy Overview

Aims	<ol style="list-style-type: none"> <li>1. To provide a clear and coherent schedule for the setting and marking of homework.</li> <li>2. To inform all stakeholders of expectations and their responsibilities in ensuring that homework is effectively implemented and monitored.</li> <li>3. To provide clear guidelines about the nature of tasks and expectations of both quantity and quality of work set.</li> </ol>
------	---

Objectives	<ol style="list-style-type: none"> <li>1. To embed and consolidate learning from lessons.</li> <li>2. To support students in their preparation for learning and assessment.</li> <li>3. To create opportunities for extension activities to provide challenge and support.</li> <li>4. To equip students with the skills and encourage a spirit of independent learning.</li> <li>5. To create opportunities for self-reflection and metacognition.</li> <li>6. To enhance personal skills such as perseverance and self-discipline, whilst promoting a love of learning.</li> </ol>
Stakeholders	Classroom Teachers, Students, Parents, Heads of Department, Form Tutors, SEND Coordinator, Heads of Year, Director of Studies, Headmaster
Responsibilities of students	<ul style="list-style-type: none"> <li>• To record tasks and deadlines in student planners.</li> <li>• To meet all deadlines.</li> <li>• To spend at least the expected time on tasks.</li> <li>• To work hard and aim at excellence.</li> <li>• To sign and date all returned assignments, undertaking any corrections, revisions or further work recommended in feedback.</li> </ul>
Responsibilities of parents	<ul style="list-style-type: none"> <li>• To monitor son to ensure that he records homework in planner and completes work to schedule.</li> <li>• To liaise with form tutor over any concerns.</li> </ul>
Responsibilities of classroom teachers	<ul style="list-style-type: none"> <li>• To set tasks according to school schedule.</li> <li>• To set tasks in line with the guidelines outlined in this document.</li> <li>• To ensure that homework has a positive impact on the progress and achievement of boys.</li> <li>• To keep a record of all homework set for all teaching groups including completion of tasks and their quality.</li> <li>• To mark homework regularly using a range of formative and summative strategies.</li> <li>• To ensure that students record details of homework accurately in their planners.</li> <li>• To follow up on homework not completed, using the sanctions process, recording it on central system and informing the form tutor and parents.</li> </ul>
Responsibilities of heads of department	<ul style="list-style-type: none"> <li>• To ensure all staff are setting, marking and following up on homework in accordance with this policy.</li> <li>• To ensure that homework has a positive impact on the progress and achievement of boys.</li> <li>• To facilitate sharing of best practice.</li> <li>• To monitor quality through regular work scrutiny and review of teachers' records.</li> </ul>

Responsibilities of SEND Coordinator	<ul style="list-style-type: none"> <li>To support students to record homework and manage their time effectively.</li> <li>To work with heads of departments/teachers to ensure homework tasks are modified if necessary to meet the needs of students.</li> </ul>
Responsibilities of form tutor	<ul style="list-style-type: none"> <li>To reinforce the importance of homework to tutees and encourage them to discuss and share progress and concerns.</li> <li>To support the development of time management skills.</li> <li>To pass concerns raised by tutees and parents to relevant staff.</li> <li>To pass on any subject specific concerns to Director of Studies.</li> <li>To sign planners on a weekly basis in order to monitor the recording of and frequency of homework.</li> <li>To work closely with students and parents to identify and support students who have issues with homework to ensure a positive outcome.</li> </ul>
Responsibilities of heads of year	<ul style="list-style-type: none"> <li>To reinforce the importance of homework through assemblies and conversations with students and parents.</li> <li>To liaise with heads of department and form tutors over concerns.</li> <li>To support form tutors in establishing effective homework monitoring practices within year group.</li> <li>To monitor policy through planner scrutiny.</li> </ul>
Responsibilities of Director of Studies	<ul style="list-style-type: none"> <li>To ensure that homework has a positive impact on the progress and achievement of boys.</li> <li>To monitor policy through whole school work and planner scrutiny.</li> <li>To oversee, run and monitor effectiveness of weekly Homework Detention sessions.</li> </ul>
Headmaster	<ul style="list-style-type: none"> <li>To ensure that homework has a positive impact on the progress and achievement of boys.</li> </ul>

Policy Written by	Steven Roberts, Deputy Head Academic
Reviewed by	Steven Roberts, Deputy Head Academic
Approved by	Headmaster
Date	6 <sup>th</sup> June 2022