

Birkdale High School



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Aspire - Thrive - Succeed

Homework Policy

January 2019-21



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Date of Policy: January 2019
Members of staff responsible: Mr Hudson
Review date: January 2020

Rationale

[In a Secondary setting](#) homework has been shown to potentially add five months worth of additional progress. It is therefore essential that teachers set effective homework, students effectively complete homework tasks and that parents effectively support the process.

Aim

Birkdale's Homework Policy aims to:

- review and consolidate the learning for pupils.
- develop personal learning and thinking skills essential to success, not only in education, but also in life.
- develop key skills and attitudes to allow pupils to become responsible, resilient and reasoned in their approach to their learning.
- develop reflective, resourceful and more self-confident individuals.
- prepare pupils to manage the demands of secondary education, such as preparation for rigorous examinations and the completion of GCSE coursework.
- inform teachers of pupil progress and give valuable feedback which will inform future learning.
- encourage the involvement of parents and carers in the management of their children's learning.

We are conscious that, for some of our pupils, home study is difficult because some pupils are themselves carers for siblings and, in a few cases, for parent(s)/guardian(s). Not every home can provide a quiet place in which to study and work and so, for those pupils particularly, but also for any others who feel they might benefit, the school runs homework and study clubs for different age groups.

Objectives

- Homework will be of appropriate intellectual challenge.
- It will be set regularly according to agreed guidelines.
- It will be marked in a way that will help pupil progress.
- Homework that is not done will be followed up.

Setting of homework

All teaching staff will set homework, following guidelines agreed within their department. Guidance will be given to pupils about what is expected from them, particularly in Year 7, and the purpose of the homework. The intellectual challenge of the homework will be commensurate with the pupils' ability. Differentiated tasks will be set according to group or even individual aptitude. There will be a variety of work set, including written tasks, reading, preparation, research and revision. Homework should not be set for the sake of occupying the pupil or finishing classwork; but should have a link with reinforcing or developing knowledge.

Homework will be set on Show My Homework (SMHW), visible to all pupils and parents, complete with instructions for completion and deadline. All staff, pupils and parents will have a login provided to access their own personal area of SMHW.

Homework will be set of appropriate frequency and duration specified in the homework timetable. (See appendix 1) This is as it stands for 2016 to 2017 is according to the tables below. Note that these are changed every year.

Guidelines to practice for staff

- Give appropriate time to complete longer tasks.
- When setting homework over a holiday period, plan for the deadline to be the second lesson back.
- Avoid setting homework in the final few minutes of a lesson.

Marking of homework

Teachers are not expected to formally mark each piece of homework, they are however expected to recognise its completion. For marked tasks feedback should be given to pupils promptly and should highlight the pupil's strengths (STR – strengths) and how the task could be improved (EBI – even better if). Time will be provided for pupils to reflect on feedback and take action where appropriate. Parents will be kept informed about their son's homework; the task that has been set, feedback (including grades / levels where appropriate) and non-completion of homework. Further and more detailed information relating to the marking of homework is addressed in a separate document, the Assessment and Feedback Policy.

Formative purpose of homework

Where possible the quality of homework should be used to make formative judgements about the knowledge of students.

Follow up of homework

All homework that is set should be handed in and it is the pupil's responsibility to ensure this. However, it is also incumbent on the teacher to chase up homework that is late coming in, rather than to only focus on marking work that is handed in punctually.

Pupils who do not hand in homework should be given appropriate sanctions by the subject teacher. If a detention is given, it may be appropriate for the pupil to catch up with the homework in that designated time. Pupils should be urged to hand in late homework until they do so. Where intervention is required class teachers should (via email, letter or phone call) alert parents of concerns regarding the completion/quality of homework more regularly if they feel it is appropriate.

If a pupil continues to fail to hand in a piece of work, or if a pupil regularly hands in separate pieces of work late, he should be referred to the Head of department. If the problem persists across a number of subjects, pupils will be referred to the pastoral homework support system to provide strategies to support engaging or organising the pupils to complete homework.

Parents will be informed of each pupil's attitude to homework as part of each tracking point.

See the Behaviour Policy for further guidance on sanctions.

Homework monitoring

At regular intervals throughout the year, as part of Departmental Reviews, Heads of Department will, along with the Senior Leadership Team, assess the homework being set in their department via SMHW.

A variety of aspects will be looked at, such as:

- Amount set
- Frequency
- Intellectual challenge
- Appropriateness to ability
- How much help is allowed
- How late homework is chased up
- Quality of marking
- Consistency of marking

Dissemination of the policy

Heads of department and governors will receive an updated copy of the policy. The policy will be placed with the staff handbook.

Policy review

SLT, with the help of Curriculum Committee, will review the policy every year. Any recommendations will be submitted to the governors for consideration.

Appendix 1

Guidelines for each subject area

Subject	KS3	KS4
Art	60 minutes per fortnight	60 minutes per week
Drama	1 x 30 minutes per month.	2 x 60 minutes per fortnight.
All DT subjects	60 minutes per fortnight	120 minutes per fortnight
English	60 minutes per week	60-120 minutes per week
Geography	Year 7: 20 minutes every other lesson Years 8 and 9: 30 minutes every other lesson	45-60 minutes each week
History	Year 7: 20 minutes every other lesson Years 8 and 9: 30 minutes every other lesson	45-60 minutes each week
ICT	1 x 30 minute homework a fortnight	2 x 30 minute homeworks a fortnight when not doing controlled assessment.
Maths	Upper band: 60 minutes per fortnight Lower band: 40 minutes per fortnight	Higher 90 minutes per fortnight Foundation 60 minutes per fortnight
MFL	Year 7: 60 minutes per fortnight Year 8: 70 minutes per fortnight Year 9: 80 minutes per fortnight	60 minutes per week
Music	Years 7 and 8 two pieces per half term Year 9 one piece per half term (fortnightly lessons) 20-30 minutes	KS4 Minimum 120 minutes instrumental practice per week PLUS Up to 60 minutes issued from class lessons.
PE		Year 10 BTEC 60 minutes per week Year 10/11 GCSE 60 minutes per week
RE	One per fortnight	One per fortnight
Science	20 minutes per subject over fortnight, total of 60 minutes.	30 minutes per subject over fortnight, total of 90 minutes.