

Homework Policy

The purpose of this policy document is to define the principles and aims of homework set by The Ladies' College and to provide a framework which:

- Promotes consistency in planning and practice
- Facilitates development, change and review
- Informs new staff, students, parents and governors.

Principles

We believe that homework:

- Encourages self-discipline and teaches good study habits
- Reinforces work accomplished at school
- Gives opportunities for further practice, for research or for preparation for class lessons
- Stretches individual students at their ability level
- Enables more effective use to be made of class time
- Allows parents to be involved in their children's learning, strengthening the liaison between home and College.

Aims

Our aims in giving homework are that all students:

- Should have sufficient time and opportunity to complete, practise or master the work necessary to enable them to achieve their full potential
- Should experience homework as a positive experience: homework should not be given as a punishment.
- Learn to make effective use of their time and prioritise their workload
- Should be encouraged to take increasing responsibility for their learning and independent thinking.

Guidance:

- All homework should be set on Teams as an Assignment. This includes where there is nothing to physically hand in such as to read or prepare for the next lesson. Using the option to "Close the Assignment" at a specified date (accessed via the edit timeline) is helpful here.
- The setting "Add to student calendars" is recommended as the default to help students manage their time in general. Adding to staff calendars is optional.

- Homework should be clearly distinguished from any classwork using the format “HW Subject” at the start of the assignment title
- It may be appropriate to break larger pieces of homework, e.g. project work, into smaller assignments. Ways of doing this include through separate assignments or a single assignment and editing the assignment due date while returning work using the “Return for revision” option.
- The “Send reminder” function is helpful where students have yet to hand in the assignment.
- Setting homework as Assignments consistently helps students to manage their time effectively and supports parents and other subject teachers in doing so.
- Where a grading scheme (e.g. H, VG, G, F, WT) or points are used, students should understand the criteria for each grade.
- Feedback could be given via Teams, on the work itself by the teacher or through peer assessment, or verbally.
- Feedback and the actions taken by the students on the feedback have been shown to have some of the highest impacts on learning and so appropriate time should be given to ensuring this.

Amount of homework set at KS3

(Time is in minutes)

	Remove	Lower 4	Upper 4
English	1 x 40	1 x 40	1 x 40
Mathematics	2 x 20	2 x 20	2 x 20
Biology		20	25
Chemistry		20	25
Physics		20	25
Science	2 x 20		
Spanish		2 x 20	2 x 20
French	2 x 20	2 x 20	2 x 20
Geography	20	20	25
History	20	20	25
P.E.B	20	20	25
Design & Technology	20	20	25

Art set fortnightly – In Art, homework is set on a regular basis, however, tasks are dependent on the scheme of work being followed. Students could be required to:

- Carry out preparatory work for a forthcoming lesson activity, or artist study; for example, acquiring information from a library, watching a television programme, searching the internet, producing an Artist study page or collecting certain materials.
- Complete set drawing tasks to continue developing essential drawing and observational skills, recording observations or something in the locality, visits to local galleries or places of interest.

Music

Assessment in Music is based on regular individual and group performances and composition assignments. Students are expected to practise in their own time as well as in class. Students who do not have access to a keyboard or other instrument at home are permitted to use the music room facilities at break and lunchtimes after seeking permission from the music staff.

Drama

In Drama girls will be set tasks to complete for homework on an ad hoc basis. This may include conducting research, learning lines, preparing for and attending rehearsals etc.

Amount of homework set at KS4

Homework in the Lower Five is nominally set at 2 x 30 minutes per subject per week and in the Upper Five at 2 x 35 minutes per subject per week. However, the nature of (I)GCSE specifications and coursework requirements means that this will not always be strictly

adhered to and greater flexibility is required. For example, an English essay or coursework assignment may span two weeks or more if the writing required needs greater detail. The Upper School Co-ordinator collates information about coursework and assignment dates and deadlines from Heads of Department every year and publishes this to students to help them plan their work load.

Amount of homework set at KS5

In the Sixth Form a guide of a minimum of five hours per subject is recommended. Some of this homework will be teacher directed and some may independently guided as we look to develop the skills required for further study.

The nature of homework

- The nature of homework set varies between year groups, different classes and topics of study.
- The task selected by the class teacher should be commensurate with the ability of the students.
- Teachers should make sure that the quantity of homework set is realistic and does not exceed the time allotted.

Organisation of homework

- At the start of each academic year the Year Co-ordinators arrange and provide the students' homework timetables in Remove to Upper 5.
- Instructions concerning homework should be given clearly and in good time for students to understand what is expected and to ask questions if necessary.
- Students who have missed homework because of absence should discuss with subject staff on their return in order to make up work missed as appropriate.

Parental support

- A homework timetable will be provided at the start of the school year.
- Homework is a co-operative venture between the student, the parent and the school.
- Homework is seen as an integral part of the student's education and should take precedence over extra-curricular activities.
- Parents are encouraged to ensure that there are suitable working conditions at home.
- Parents are encouraged to take a positive interest in the student's work at home.
- If a student seems to be doing too much or not enough homework parents are encouraged to contact the Form Tutor.
- We are currently in the process on implementing systems for allowing parents to view homework assignments set on Teams.

The organisation of homework

Students, teachers and parents all have a role to play in ensuring that homework is as effective as possible.

Subject staff should:

- Set homework as appropriate according to the timetable.
- Bear in mind the ability of the individual student and set differentiated tasks if appropriate.
- Give clear instructions as to the expectations of the task and any guidance required. This could be done at the start of the year or a project through a sheet in books / folders, in the assignment text itself or through the use of a rubric in the assignment.
- Mark homework regularly (this includes peer marking or verbal feedback in accordance with the principles of Assessment for Learning).
- Keep a record of homework completed.
- Explore with students, issuing a warning as appropriate, where homework is not completed to the required standard and offer an extended deadline in the first instance to ensure completion.
- Issue an order mark when two homeworks are late or of an inadequate standard per term. The student must be informed by the subject teacher that a slip will be issued.

Heads of Department should:

- Ensure that subject staff are taking a consistent approach to the setting and monitoring of homework.
- Manage homework set within subjects to ensure the task and feedback supports learning.

Form Tutors should:

- Ensure students are aware of their homework timetable.
- Support students in meeting expectations when homework issues are raised by subject teachers, through reports or in discussion.

Senior School Year Co-ordinators should:

- Draw up the homework timetable at the start of each academic year (Remove to Upper 4) and collate information for students in Lower and Upper 5 to help them plan their workload.
- Support Form Tutors with homework concerns raised.
- Use the reporting cycle data to identify students for whom homework may be impacting their learning.
- Identify to the Senior School Coordinator students who do not complete homework regularly and make contact with parents to provide support and reinforce expectations as appropriate.

The Director of Studies should:

- Monitor the implementation of the homework policy with the Senior School Coordinator and the Head of Sixth Form.
- Review and evaluate the homework policy regularly.

Students must:

- Check their Assignments in Teams regularly.
- Seek help from the subject teacher if they do not understand a task.

- Hand in work on time.
- Be encouraged to take responsibility for making use of feedback to support learning. Examples of good practice would include developing skills in using feedback (Future Ready skills and Tutor programs), reviewing trends (1 to 1 meetings / Reflective statements) and subject teachers reviewing with students either individually or as a group.

Parents are encouraged to:

- Assist students with managing their Assignments through discussion and support.
- Offer encouragement/support to children engaged in homework and provide a suitable, quiet working space at home.
- Contact their daughter's Form Tutor or Year Co-ordinator if there are persistent problems relating to homework.