



# THE Boswells SCHOOL

## Homework Policy

A member of the Chelmsford Learning Partnership

<b>Committee Responsible</b>	Local Governing Body
<b>Lead Staff Member</b>	Deputy Headteacher (Teaching Learning and Progress)
<b>Approved by</b>	Local Governing Body
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## THE BOSWELLS ACADEMY TRUST – HOMEWORK POLICY

The Boswells School is a vibrant, enthusiastic, forward thinking and safe learning environment in which children are given every opportunity to complete a fulfilling secondary school education.

At The Boswells School, we believe that homework plays an important part in a child's education.

The benefit of doing homework must be instilled at an early age so that independent study can be achieved.

We are also aware that children have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We will give careful consideration to making homework well-balanced across the school.

### **Aims**

The Boswells School's Homework Policy aims to:

- develop a consistent approach to homework throughout the school
- make sure that teaching staff, parents and pupils are aware of their responsibilities with regard to homework
- ensure that parents have clarity on what their child is expected to do
- encourage pupils to develop the responsibility and self-discipline required for independent study
- support pupils' learning experiences via revision and reinforcement
- work with parents and involve them in their child's learning and to keep them informed about the work their child is covering
- use homework as a tool for raising standards of attainment
- improve the quality of the learning experiences by extending it beyond the classroom
- give pupils further practice and deeper understanding of skills, knowledge and concepts learned during the school day

### **Responsibilities**

The role of the Headteacher and Board of Governors:

- frequently check compliance of the policy
- monitor the effectiveness of the policy every year

- review the policy every year and make appropriate updates as required
- discuss with staff how far the Policy is being implemented
- meet with parents as appropriate
- support parents with information about homework
- inform new parents about the Homework Policy

#### The role of Head of Faculty

- ensure all homework is set on 'Show my Homework', with appropriate resources attached and achievable deadlines
- ensure all homework given is purposeful and links directly to the curriculum
- set homework that is consistent across classes
- ensure homework takes equal opportunities into account and that the needs of pupils with disabilities are considered

#### The role of the teacher:

- to set homework in line with the relevant homework timetables and expectations
- provide an explanation of homework tasks and ensure all pupils understand what they have to do
- set homework that is appropriate to the child's ability
- monitor homework regularly and make sure pupils are completing it
- ensure homework is acknowledged and feedback is given
- communicate with parents if there is a problem regarding homework
- be available for discussion if necessary to parents and pupils about homework
- reward quality work and high effort using the school rewards systems
- praise children who regularly complete homework

#### The role of parents/carers:

- support their child in completing homework
- become involved in their child's homework and encourage their child to have a positive attitude towards it
- ensure their child is able to access 'Show my Homework' and contact the school if there is a particular issue with this
- make sure that their child completes homework to a high standard and on time
- provide suitable conditions and resources for their child to complete homework
- praise their child and celebrate achievements with regard to their homework
- inform teachers of any issues that may arise and co-operate with the school to find a solution
- keep the school informed of any change in circumstances which may affect their child's learning and homework

- encourage your child to discuss homework with you, including feedback from teachers

The role of pupils:

- take responsibility for their own learning and submit completed work in a timely manner
- have a positive approach towards homework
- put the same effort into homework as would be expected of class work
- use 'Show my Homework' to access homework tasks, resources and deadlines
- make sure they understand the tasks that have been set and seek clarification if required
- ensure that they have everything they need to complete homework and return to school all books/stationery needed to complete their homework
- take pride in the presentation and content of their homework and perform to a high personal standard

### **Homework Allocation**

In order to improve expectations and outcomes, homework is set according to year group and subject areas:

- Years 7 and 8 - 40 minutes for every four lessons taught
- Year 9 – 1 hour per week for core subjects; 1 hour for every four lessons for all other subjects
- Years 10 and 11 – 2 hours per week for core subjects; 1 and 1/2 to hours per week for Options subjects
- At Key Stage 5, homework should be set regularly, with the guideline of one hour homework per one hour lesson.

All homework set should either feed into, or extend and build upon the learning in the classroom; it should be high quality and appropriately challenging but accessible. All homework must have a clear purpose and outcome.

### **Absences**

If the child is absent from school, there is an expectation that the child will catch up on any homework missed. The missed work can be accessed through 'Show my Homework'.

### **Pupils who fail to complete homework**

All pupils are expected to complete homework on time. Teachers will keep records of pupils completing homework which will be regularly checked. If pupils fail to complete homework, sanctions will be set and if this happens regularly the teacher will contact parents to find out why.

## **Marking homework**

Homework should be marked according to the school's 'Assessment and Feedforward Policy'. There is no expectation that every piece of homework will be marked by the teacher, but there is an expectation that every piece will be marked in some way (e.g. teacher assessment, self-assessment, peer assessment etc).

## **Differentiation**

The school recognises that students of different abilities may require specific tasks to be set.

For example, that pupils with special educational needs and disabilities (SEND) may require that specific tasks be set in line with student passports. Our most able students may require more challenging tasks to be set or tasks that broaden their knowledge.

While individual pupils or groups of pupils may benefit from special tasks separate from the homework received from other pupils, it is important that they also do as much in common with other pupils.

## **Equal Opportunities**

At The Boswells School, Governors and staff members are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity and social, cultural or religious background. All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability.