

Malmesbury School

HOMEWORK PROCEDURE

Introduction

Homework is seen as an activity that is complementary to the curriculum delivered at Malmesbury School. It provides students with an opportunity to consolidate ideas which have been presented in class, to practise new skills which are needed for progress in a curriculum area, to extend their knowledge and understanding by research, to pursue further an interest stimulated by work done in lessons and to develop good organisational skills and study habits. It also helps students to understand that learning is not simply an activity that occurs in school.

Relevant sections of homework procedure will be communicated to students and parents in order that they may work together with teachers to make homework a worthwhile and rewarding activity.

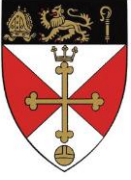
1. Faculty Procedure and Practice

- 1.1 Each faculty must have a procedure in line with school homework procedure, which provides a clear statement about faculty expectations of homework to staff, students and parents.
- 1.2 The procedure should provide a practical interpretation of the subject's needs and its systems for managing homework.
- 1.3 Faculties and subject areas must ensure that homework is managed in such a way that students have the same entitlement to learning through homework.
- 1.4 To support teaching staff in ensuring that their groups have their full homework entitlement, homework tasks must be written explicitly into schemes of work. Clear advice must be provided in the scheme of work as to the nature of homework tasks and methods by which they can be accessed.
- 1.5 Senior Curriculum Leaders are responsible for monitoring the implementation of faculty and school homework procedure within their faculty.

2. Homework Activities

- 2.1 Faculties will aim to provide homework activities that are interesting, relevant and stimulating.
- 2.2 Faculties will aim to provide homework tasks of a level that allows students to complete them independently of the teacher's support. Whenever possible, tasks will be differentiated, to ensure they are accessible to all students.
- 2.3 A variety of tasks will be set as homework including reading, writing, research, learning and making.
- 2.4 Subject staff are expected to work creatively and collaboratively to establish banks of high quality homework.
- 2.5 The average time expected to be spent by students on homework will increase as the student progresses through the school and there will be occasions when students spend more time studying independently as they prepare for examinations and controlled assessments. As an approximate





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measure 30 minutes/homework task at KS3 and 45 minutes at KS4 should be used to indicate when a young person has applied themselves to the completion of a task, despite the fact that the homework may be incomplete after this time.

- 2.6 Where the primary homework activity involves the use of ICT, an alternative activity should be available to those students without access to ICT at home. Where this is not possible, sufficient time must be given for the completion of the task to allow students to use school ICT facilities to complete the task.
- 2.7 Where it is vital to set a homework that uses specialist equipment, students should be advised of a time and location in school, at lunch or breaktime, when school equipment will be available for their use.

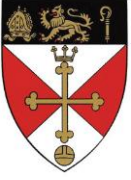
3 Completion of Homework

- 3.1 Homework will be set on Class Charts (www.classcharts.com) by teachers and students will be issued with a personal login to access their account. Parents can view this with their child at home.
- 3.2 Support will be given to students who are learning how to complete homework. This will include teaching students the study skills required for independent work.
- 3.3 The school believes that students will gain most from their education if they complete all homework that is set.
- 3.4 Where a student struggles to complete homework because of practical problems such as lack of appropriate place or appropriate atmosphere, the school will endeavour to provide the student with support to overcome these difficulties.
- 3.5 Discretion will be used by faculties/subject areas in providing resources needed to complete a homework for those who cannot find them elsewhere.
- 3.6 To help students understand and value homework more fully, staff should make learning objectives clear to students when the work is set.
- 3.7 Parental encouragement and support for students in completing homework is valued.
- 3.8 Importance will be placed, by staff, on the completion of homework.
- 3.9 Assessment of homework will often be through self or peer assessment.
- 3.10 Homework may be assessed by self or peer assessment, or may be marked by the teacher. Students will, therefore, be able to determine whether they have met their targets.

5. Students with Special Educational Needs

- 5.1 Where necessary, homework will be adapted to meet the special needs of individual students.





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- 5.2 Students who encounter particular difficulties with homework may be considered for exemption from homework tasks. This would be discussed with parents through learning support review meetings and included in the young person's learning profile.
- 5.2.1 Teachers should include sufficient details of the homework on Class Charts so that everyone fully understands the task and its aims. Students can request a paper-based planner from their Senior Pastoral Leader to use if this helps them. Teachers/Teaching Assistants may write down the homework for students where difficulties have been encountered.
- 6. Review**
- 6.1 This procedure will be reviewed in 2021.

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