



**Kings Langley School**

Unlocking Potential for Life

# Homework Policy

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## Character Development: Commitment to Equality and Diversity

This school is founded on a set of fundamental values designed to enable all students and adults connected with our community to flourish and succeed, regardless of background or circumstances. We are determined to be open to people, places, methods and ideas—and as such, equality and diversity are at the heart of everything we do. Our continued dedication to social justice and equality of opportunity is embodied in everything we do.

We are creating an **inclusive** school community where:

- People are treated with dignity and respect.
- Inequalities are challenged.
- We anticipate, and respond positively to, different needs and circumstances so that everyone can achieve their potential.
- We value diversity and we recognise that different people bring different perspectives, ideas, knowledge and culture, and that this difference brings great strength.
- We believe that discrimination or exclusion based on individual characteristics and circumstances, such as age; disability; caring or dependency responsibilities; gender or gender identity; marriage and civil partnership status; political opinion; pregnancy and maternity; race, colour, caste, nationality, ethnic or national origin; religion or belief; sexual orientation; socio-economic background; trade union membership status or other distinctions, represents a waste of talent and a denial of opportunity for self-fulfilment.
- We recognise that patterns of under achievement at any level and differences in outcomes can be challenged through positive intervention activities designed to bridge gaps.
- We respect the rights of individuals, including the right to hold different views and beliefs. We will not allow these differences to be manifested in a way that is hostile or degrading to others.

We expect commitment and involvement from all our staff, students, partners and providers of goods and services in working towards the achievement of our vision.

## Rationale

This policy exists to provide a framework for supporting our stated aim of “ensuring the happiness of every individual in our community”, to promote a climate which enables all students to flourish, regardless of ability or special needs, and supports our desired outcomes of developing "strong character".

We believe that homework can make an important contribution to students’ progress at school. Homework is important at all stages in a child’s education; it extends the challenge open to the student and ensures that teaching time is used to maximum effect. It is our intention that homework is carefully planned as part of programmes of study across all departments and that there is consistent practice in setting and homework.

We have high expectations of students in completing homework and it is seen by all –the senior leadership team, teachers, students and parents/carers – as a vital part of the school’s overall learning and assessment strategy. There is a regular programme of homework so that everyone (teachers, students and parents/carers) knows what to expect each day and are very clear about what they need to do.

## Purpose

The purpose of homework is: -

- To encourage students to develop their personal skills and attributes such as self regulation and stickability, as well as the confidence and motivation needed to study effectively and independently.
- To consolidate and reinforce the skills, knowledge and understanding developed in each subject.
- To extend school learning, for example, through additional reading, research and practice (learning by doing).
- To sustain the involvement of parents/carers in the management of students' learning and keeping them informed about the work students are doing.
- To manage particular demands such as examination preparation and revision.

## Guidelines

The Management of Homework

- A timetable will be produced for each form group in Key Stage 3 and year group in Key Stage 4
- The following times should provide parents/carers and students with adequate guidelines as to the amount of time that should be spent on homework per subject and per evening
  - ❑ Years 7 - 9 students: 30 minutes per subject, therefore maximum of 1 hour per day (Year 7: 15 minutes per subject in the first term.)
  - ❑ Years 10 and 11 students: 45 minutes per subject, therefore maximum of 1.5 hours per day.
  - ❑ All Key Stage 3 and 4 students are expected to complete 20 points on the Bedrock Vocabulary platform per week. The 20 points may be earned through homework at by a subject teacher on Bedrock or through stand alone Bedrock Vocabulary tasks.
  - ❑ Years 12 and 13 students: Up to 4 hours per subject each week.
- The homework timetable is co-ordinated across subjects and will set out subject allocations for each day. It is important that subject teachers appreciate the need to work within this timetable, both in giving homework and setting deadlines for its completion.
- Homework will be published on MS Teams daily. Parents/carers will be sent a homework summary each week through MS Teams so that they can support students and monitor the amount and type of homework that is being set.
- At Key Stage 5, years 12 and 13 students will receive homework from each of their subjects which will be up to 4 hours per subject per week. The expectations are that students will use their study periods, as well as their evenings to complete this work.
- It is particularly important for students in the sixth form to demonstrate independence in their learning, and a motivation to achieve the best possible grades. Staff therefore are asked to set independent study work alongside their programmes of study, which might involve extra reading, further research, linked websites, should the students choose to do additional work, it is already identified and easily available for them, as a starting point.
- In the first instance of a student missing a homework deadline, students should receive an initial warning, and be given of 24 hours to redeem the issue. Missing a deadline for homework includes: not completing the work fully; not handing it in to the teacher; and work not being at a good enough standard, either for presentation, quality or quantity.
- If the student does not manage to redeem the initial situation after 24 hours, or misses a first homework deadline again, sixth form students will be issued a red card on Class Charts and be put on a Stage 1 monitoring report. See the Sixth Form Handbook Pg 32.

- For students in Year 7-11 the students will be issued a red card on our centralised behaviour system on Class Charts for monitoring.
- Teachers will communicate a missing homework red card with parents via Class Charts. Please see [Homework Flow Chart](#).
- Students that complete homework on time are awarded recognition for this using our rewards system on Class Charts.

## The Role of Parents/Carers

We recognise the vital role that parents/carers play in supporting their children in their studies at home. The evidence of recent research makes it clear that children do significantly better when they receive firm but sympathetic support at home and parents/carers are supportive of the school in reinforcing the importance of homework. Considering the importance of the home-school partnership, outlined below is a series of guidelines that parents/carers may wish to use.

- Parents/carers should review the weekly MS Teams homework summary. In the first instance, they should contact subject teacher regarding any queries about homework.
- Parents/carers should download the Sims Parent app in order to be made aware when homework Red Cards are issued.
- Parents/carers should ensure that their child has a reasonably peaceful, suitable place in which they can do their homework and are not detracted from their ability to complete homework successfully and on time.
- Parents/carers should ensure that their child has basic equipment such as pens, pencils and other stationery items.
- Parents/carers should make it clear to their children that they value homework and support the school in explaining how it can help them make progress.
- Parents/carers should encourage their child to show resilience when completing the more challenging tasks and not accept work as being complete until the child is proud of their accomplishment.
- Parents/carers should expect deadlines to be met and be in support of the school when their child receives sanctions, if they are not.
- Parents/carers should also support the school in any sanctions it may apply to ensure that homework is completed satisfactorily and to a high standard.

## Types of Homework

- The completion of graphic or knowledge organisers.
- Research activities and investigations (using library resources, the internet, text books and other resources).
- Reading - either following a specific task or background support reading.
- Drafting work.
- Revision, usually in preparation for examinations or tests.
- Essays and report writing, newspaper articles, leaflets, letters.
- Rote learning vocabulary, tables, formulae or quotations.
- Practical activities such as drawing, model-making and designing.
- Designing questionnaires and carrying out interviews.
- Information Communications Technology (ICT) activities including, word processing, spreadsheet modelling and Internet browsing, creating PowerPoint presentations, videos, photos.
- Completion of worksheets and question or problem sheets.

Homework should be varied, have a clear objective and be linked to the programmes of study. It should be appropriate and challenging whilst consolidating learning and deepening understanding. The best homework

is one that meets individual needs linking to feedback or preparation for future learning. Students need to be carefully informed as to exactly what is expected, including depth of coverage and time to be spent on tasks and this should be recorded on MS Teams.

Teachers should set work, which is sufficiently demanding and capable of stretching all students, regardless of ability. Extension work and differentiated material should be provided whenever possible. The completion of work started in class would rarely be a satisfactory homework activity on its own.

### **Feedback for Students**

Homework should be checked for completion fortnightly and this should be recorded on MS Teams. All homework needs recognition to ensure students receive encouragement and reason to continue completing the work, hence the checking of completion being fortnightly. Homework should be marked or assessed as part of the feedback and assessment expectations, therefore there is not an expectation that every piece of homework receives formal marking by the teacher. Teachers should consider the best way to give useful and constructive feedback to all students, while recognising the demands on their workload. Examples of feedback include, self-assessment, verbal feedback, model answers, or class discussion.

Teachers will use rewards, in addition to recognition, to praise students who have surpassed expectations in either quality, quantity or effort on their homework.

### **Arrangements for Monitoring and Evaluation**

The efficiency and effectiveness of the Homework Policy needs to be monitored and evaluated regularly by the school leadership team and reports provided to the Governors. The school must have procedures in place to check that systems are operating properly. The verification of homework setting and feedback is a compulsory activity in the school's line management structure. Subject Leaders will regularly check the quality of what is being set and marking of suitable homework within their department. Form tutors and Pastoral Leaders should check MS Teams to ensure that homework is being set. They should also monitor to see where students are not logging onto MS Teams on a regular basis.

The Senior Leadership Team will carry out checks of a sample of students' work through reviews in order to verify standards and consistency in the application of this policy.

## Appendix 1: Homework Expectations

<p><b>Expectations of students:</b></p> <ul style="list-style-type: none"> <li>• To look at their MS Teams account daily.</li> <li>• To complete homework and hand it in by the due date.</li> <li>• To complete homework to at least the minimum of a satisfactory standard.</li> <li>• To bring a note from home if homework has not been completed for a valid reason.</li> <li>• To seek support from class teachers or form tutors where needed, especially if accessing internet-based software is causing a concern</li> </ul>	<p><b>Homework Guidelines:</b></p> <p>Weekly tasks of 30 minutes in KS3 (Y7 1<sup>st</sup> term for 15 minutes).</p> <p>Weekly tasks of 45 minutes in KS4.</p> <p>Weekly tasks of up to 4 hours per subject.</p> <p>20 Points on Bedrock Vocabulary</p>
<p><b>Expectations of parents/carers:</b></p> <ul style="list-style-type: none"> <li>• To support their child by reviewing the weekly MS Teams Homework Summary.</li> <li>• To check homework that is not completed online has been well presented.</li> <li>• To inform teaching staff if there were difficulties with homework set.</li> <li>• To support teaching staff and sanctions when homework is not completed or is unsatisfactory.</li> <li>• To download and check Class Charts App to be made aware when Red Cards are issued</li> </ul>	<p><b>Homework rewards/ sanctions:</b></p> <ol style="list-style-type: none"> <li>Students who complete homework should be awarded a recognition point.</li> <li>In the first instance of a student missing a homework deadline, students should receive an initial warning, and a chance of 24 hours to redeem the issue. Missing a deadline for homework includes: not completing the work fully; not handing it in to the teacher; and work not being at a good enough standard, either for presentation, quality or quantity.</li> <li>If a student does not manage to redeem the initial situation after 24 hours, or misses any other first homework deadline again in that subject, a red card should be issued. The student should be informed of this and this should be recorded on Class Charts. Despite receiving a red card, it is important that teachers ensure students complete the work as well.</li> </ol>
<p><b>Expectations of teaching staff:</b></p> <ul style="list-style-type: none"> <li>• To set appropriate homework, in line with homework timetable. Teachers may set homework early if they wish but must not expect students complete the work prior to the homework timetable day.</li> <li>• To ensure homework is set on MS Teams.</li> <li>• To check homework has been completed satisfactorily and follow sanctions when it is not completed/ satisfactory.</li> <li>• To recognise the completion of homework and assess and feedback in line with the expectations of the school's assessment and feedback policy. There is therefore not an expectation that every piece of homework receives written marking by the teacher.</li> </ul>	
<p><b>Expectations of form tutors/ pastoral leaders:</b></p> <ul style="list-style-type: none"> <li>• To check MS Teams weekly and highlight students who are not logging on regularly</li> <li>• To check that homework is being set against the timetable</li> </ul>	
<p><b>Expectations of managers:</b></p> <ul style="list-style-type: none"> <li>• To monitor that appropriate homework is being set regularly.</li> <li>• To monitor that students are completing homework to an acceptable standard.</li> <li>• To monitor that teaching staff are marking the work regularly.</li> </ul>	

