

# Aberdare Community School Ysgol Gymunedol Aberdâr



## Homework Policy

Date Adopted	21 <sup>st</sup> September 2022
Signature of Headteacher	<i>Lucretia Morgan</i>
Signature of Chair of Governors	<i>J. Brindley</i>
Date to be reviewed	September 2023

At Ysgol Gymunedol Aberdare Community School, we believe that homework is an essential part of both the school curriculum and of developing independent learners. The organisation of homework, in itself, promotes self-discipline, creating good study habits early in a learner's academic career. As a result, homework is given to all learners in all year groups.

**Homework tasks may be varied and set for a number of reasons:**

- To consolidate and complete work started in school
- To give learners valuable experience of working to deadlines
- To give all learners the opportunity to work independently of the teacher
- To strengthen liaison between home and school
- To extend learning beyond school, exploiting materials and sources not accessible in the classroom
- To encourage learners to develop good work habits and the skills needed to work on their own
- To help all learners develop their full potential

The school seeks to work positively in partnership with all parents to support the learning of all learners. We ask for the support and interest of parents in ensuring that homework tasks are given priority and that they are completed and handed in at the required time. Teachers will indicate how much time is expected to be spent on each task to encourage learners to spend adequate, but not overly extensive time on each task.

**Parents can help to ensure that homework is as effective as possible in various ways such as:**

- Providing a reasonably suitable and peaceful place where learners can do their homework
- Making it clear to their children that they value homework and believe that it can help their children make good progress
- Encouraging their children in their homework tasks
- Expecting deadlines to be met and checking that they are
- Checking planners weekly and signing them to show that homework has been completed.

Departments need a degree of flexibility in the setting of homework and the time given for completion so there is no fixed 'timetable' for homework. Schemes of work can indicate specific homework tasks, particularly when common tasks are set for a number of groups. It is expected that learners will receive more frequent homework in subjects such as Maths and Languages where the regular practise of skills is required to facilitate progress.

The nature, quality and duration of homework can vary depending upon the age and ability of a learner. A learner in Year 7 should expect an average of up to one hour of homework per evening.

However, by the time the learner reaches Year 10 the pressure of external examinations will increase the time commitment needed considerably. It is usual for learners preparing for public examinations to undertake several hours of homework or study each evening and at weekends.

All learners receive a planner in which they should record details of the homework that is set and when it should be handed in. Parents are asked to countersign entries weekly and may add observations as appropriate. Form Tutors check planners weekly and the whole process is monitored by the appropriate Progress Leader.

Failure to hand in homework results in the following action being taken:

- The subject teacher will have a discussion with the learner to find out if there is a good reason for the failure to hand in work, they may allow an extension or they may issue an opportunity during the school day, within the department, to allow the homework to be completed. If learners know that they will find it difficult to meet a deadline for valid reasons such as a school evening event or other personal reasons, they should inform their teacher in advance and negotiate an agreed extension. A B1 may be issued via Classcharts.
- Where an extension has been given, the class teacher will notify parents via ClassCharts.
- For persistent failure to complete homework a B2 may be issued and a central detention given. Parents will be notified of this via ClassCharts. The learner will still need to complete the homework.
- Repeated failure to complete homework will result in the Leader of Learning and the Progress Leader being involved.

### **Feedback on Homework / Assessment / Formative Assessment or Assessment for Learning (AFL)**

Subject teachers will mark and respond to homework in a way that is meaningful to learners. Feedback should, wherever possible, be formative, indicating how improvement may be made and the next steps required to achieve that improvement. Formative assessment may involve no mark, but detailed feedback on how to improve. This will help learners to focus on how to improve their work, not the mark. Teachers who use such strategies may start lessons with quiet time to allow students to read any feedback, ask questions if necessary and respond to the teacher's comments either by writing down planned improvements or carrying these tasks out.

Parents should be made aware that homework may be marked by learners themselves as part of self and peer marking programmes that form part of the school's Assessment for Learning strategy. This will be part of a planned assessment strategy designed to help learners gain deeper understanding of what good answers look like and how marks are allocated. Such strategies have a significant impact on progress and attainment.

Homework should be marked appropriately and returned to learners within a reasonable time of its completion.

## **Monitoring and Evaluation**

- Form tutors monitor homework through checking the learner planner on a regular basis.
- Departments monitor the quality of the homework through work checks when exercise books are taken in and examined by the Leader of Learning and other team members as part of a programme of monitoring and self-evaluation.
- Progress Leaders take in planners as part of a monitoring process to get an overview of the quality of homework set in a given year group.
- Senior Leaders monitor the quality of homework through book scrutiny throughout the year and as identified in the Self Evaluation Policy calendar and document

*The following suggestions are intended as guidance only and the list is not exhaustive.*

## **Features of good homework**

If homework is to be effective in achieving its desired aims, it will ideally have the following features:

- Be clearly explained and properly recorded in school planners
- Be relevant to learners
- Be appropriately differentiated and fully inclusive
- Be carefully planned and appropriately integrated with classwork.
- Be structured and manageable. This is especially true of larger, longer tasks. These need to be broken down and recorded properly each week in the learners' planners
- Guides learners as to the length of time a homework task should take
- Although homework may occasionally involve completing work set in class, this should not be the norm.

Suitable homework tasks will vary in relation to the key stage and needs of the individual learner. Learners should experience a range of different homework tasks which might include:

- Research using books, newspapers or the internet.
- Reading
- Learning
- Projects or extended assignments
- Writing reports
- Essays
- Preparation for an activity – such as collecting newspaper articles
- Making something such as a model
- Interviews/talking to someone
- Making a visit – to a library, church or museum
- Examination questions.

Any queries regarding subject specific homework should be addressed firstly with the class teacher. Should the query be about homework in general, please contact the relevant Progress Leader.