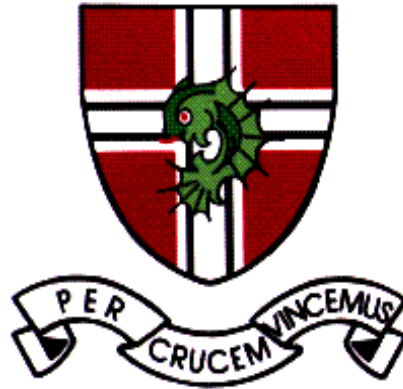


# **St John Fisher Catholic Voluntary Academy**

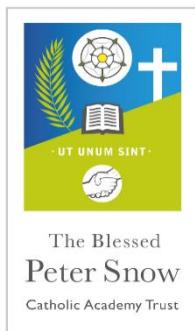


## **Homework Policy 2016 – 2017**

**Loving to learn whilst learning to love**

**September 2016  
Review date September 2017**

## The Blessed Peter Snow Catholic Academy Trust



The Catholic Voluntary Academies which form the Blessed Peter Snow Catholic Academy Trust are distinctive as we provide grounding in the Catholic Faith for all our children. The special character of our Catholic academies is the quality of the religious teaching, integrated into the overall education of our children. Our beliefs, which are Gospel centred, affect the way we live, making our academies living examples of Christ and His teachings.

*"Education is not and must never be considered as purely utilitarian. It is about forming the human person, equipping him or her to live life to the full – in short it is about imparting wisdom. And true wisdom is inseparable from knowledge of the Creator." (Pope Benedict XVI, Address to Teachers and Religious, Twickenham, September 2010).*

**Our Academies therefore operate and are informed by the following four key principles of Christian formation:**

- **Places of Discipleship**
- **Places where Communities are created**
- **Places of Learning**
- **Places where we treasure God's World**

**In light of the above principles, the Trust aims to:**

- ensure secure, welcoming and engaging environments in which all individuals learn to value and respect both themselves and others
- provide all individuals with the opportunities to achieve excellence, to develop their full potential as human beings and to encourage and challenge them to do so
- uphold the unshakable belief in the unique potential of each child, student and member of staff
- provide a curriculum that initiates students into the knowledge, values, attitudes and skills they need to become mature Christian adults in their personal, social, family and working lives.

## **Vision for the Curriculum**

Catholic schools are called by the Church to play their part in glorifying God and making Christ known. St Irenaeus taught that God is glorified by human beings who are fully alive and this is recognised by the mission statement of our school, which speaks of “developing our full potential in the image of Christ”.

This is relevant to every aspect of the life of our school, but it has particular bearing on the curriculum - that is, the whole range of planned activities, within and without the classroom, which give pupils opportunities to learn. We believe that the Catholic nature of our school should infuse every aspect of our curriculum, and not just be constructed around it.

## **Mission Outcomes**

The Academy Council has clearly stated its aims for the school, and these indicate the outcomes that we desire for the pupils who come to learn at St John Fisher Catholic Voluntary Academy.

We aim to produce young men and women who know and love God, and appreciate the wonder and beauty of His creation. Through studying at our school, they will have grown in self-esteem and have the understanding they need to help them live the Catholic faith. Through the opportunities provided to develop their intellectual and physical potential, they will have discovered new things about themselves and be equipped to go on learning throughout their lives. They will be responsible adults, able both to serve others and to contribute to society in a thoughtful and reflective manner. In particular, they will be well prepared to take their place in a multi-cultural and technological world that is rapidly developing, yet work for the common good of all people using those virtues that never change.

## **Context**

Governors recognise that Homework is a crucial part of schoolwork. It is often given to practice skills acquired in lessons. It trains pupils to undertake independent study, which is an essential skill for future examination success. The organisation and planning necessary for GCSE will follow naturally if a pupil establishes a consistent pattern of homework in Years 7 to 9.

Details of homework timetables and departmental guidelines are given out to pupils in the first week of the school year. (These are attached to this policy as appendix A)

## **What is the purpose of homework?**

- To encourage students to study independently
- To develop perseverance, self-discipline and self-organisation
- To consolidate and reinforce skills and understanding
- To allow more ground to be covered and more rapid progress to be made.
- To open-up areas of study using materials and sources of information not available in the classroom
- To extend school learning, for example through additional reading
- To support the home/school relationship

## **The amount of homework**

The school has a homework timetable with time allocated for different subjects on different evenings. Students will need to learn to manage their time so that they do their homework each evening. Homework will be differentiated where necessary to take into account individual needs.

## **What tasks might homework include?**

- Written assignments
- Consolidation activities – e.g. exercises in maths
- Preparation for formal and informal speaking presentations
- Reading in preparation for a lesson
- Selecting and retrieving information / researching a project
- Reading a prescribed text
- Practising skills e.g. sport / art
- Using GCSE Pod / mymaths or other web based sites as directed

*Not all of the above tasks involve written work, nor obviously would they all be completed for the following day. They are no less important because of that.*

## **Organisation of Homework**

All students have a school planner that they should carry with them at all times to record their homework. Form tutors and parents/carers are asked to check and sign these on a weekly basis.

## **Non-Completion of Homework**

When homework has not been done, appropriate action will be taken by the class teacher. This could include a breaktime, lunchtime or an afterschool detention. Parents/carers will receive 24hours written notice of any afterschool detention via the students planner so that they can make arrangements for their child to get home safely. The afterschool detention will last no longer than one hour.

### **School's Responsibilities**

- The subject teacher is responsible for setting appropriate homework and marking it regularly

### **Parents' / Carers' Role in Homework**

- Parents/Carers should support their child with their homework but accept that their role will become less and less important as students become more responsible and independent
- Parents/Carers should try and provide a reasonable place where students can work or encourage them to make use of school's facilities
- Parents/Carers should encourage students to meet homework deadlines
- Parents/Carers should make it clear to their child that they value homework and support the school in explaining how it can help them to progress

### **Students' responsibilities**

- Students should always have their planner with them
- Students should record the homework set even if they have written it in detail in their exercise book
- Students need to accept that deadlines must be kept
- If students are absent, they are expected to find out what work has been missed and catch up on it
- Being away on the day that homework is set is not an excuse for not doing it
- Problems with homework should be resolved before the deadline. If necessary students should see the member of staff concerned for help
- Students should take pride in doing their best

## Appendix A – Homework Timetables

<b>7X Timetable</b>					
	Monday	Tuesday	Wednesday	Thursday	Friday
7J	Science** English	Art* French	Science** History	Maths RE Geography	Computer Science* Music* Technology
7F	Science** English	Art* Music* French	Science** History	Maths RE	Computer Science* Technology Geography
7I	Science** English	Computer Science* French History	Science** Geography	Maths RE	Music* Art* Technology
7S	Art* Science** English	Computer Science* French Geography	Science**	Maths RE History	Music* Technology

<b>7Y Timetable</b>					
	Monday	Tuesday	Wednesday	Thursday	Friday
7H	Technology History Science**	Maths Computer Science* Geography	RE	French Art* Music*	Science** English
7E	Technology History Science**	Maths Music*	RE Computer Science*	French Geography	Science** English Art*
7R	Technology Science**	Maths History	RE	French Music* Art*	Science** English Computer Science* Geography

### Key

\* Homework set once per fortnight

\*\* Homework set on one of the two allocated days but not both in any one week.

<b>8P Timetable</b>					
	Monday	Tuesday	Wednesday	Thursday	Friday
8P	Science (P1,2,3)** ACM* Geography (P1) History (P2, 3, 4)	Maths Science (P4 only)**	English Technology	Languages ACM* History (P1) Geography (P2, 3, 4)	Science** RE ACM*

<b>8Q Timetable</b>					
	Monday	Tuesday	Wednesday	Thursday	Friday
8Q	Languages English	Maths Science** History Geography	ACM* ACM*	RE	Science** ACM* Technology

### Key

\* Homework set once per fortnight

\*\* Homework set on one of the two allocated days but not both in any one week.

ACM Art, Computer Science or Music

<b>9P Timetable</b>					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>9P</b>	Maths	Science**	Languages	Science (P1, 2, 3)**	Science (P4)**
	ACM*	History	English	RE	ACM*
	Technology	Geography			
		ACM*			
<b>9Q Timetable</b>					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>9Q</b>	Science**	ACM*	Technology	Maths	Science (Q2, 3)**
	ACM*	RE		Science (Q1)**	ACM*
	Languages	Geography(Q1, 2)		English	Geography (Q3)
		History (Q3)			History (Q1, 2)
<b>Key</b>					
* Homework set once per fortnight.					
** Homework set on one of the two allocated days but not both in any one week.					
ACM Art, Computer Science or Music.					

<b>Year 10 Timetable</b>				
Monday	Tuesday	Wednesday	Thursday	Friday
English (10P)	English (10Q)	Science (10X)	Option D (P band)	Maths (10X)
RE (10Q)	RE (10P)	Maths (10Y)	Option A	Science (10Y)
	Option C	Option D (Q band)		Option B

<b>Year 11 Timetable</b>				
Monday	Tuesday	Wednesday	Thursday	Friday
Maths (11Q)	Option E (Q band)	English (Y/Q)	Option D (P band)	Maths (11P)
Science (11P)	English (X/P)	Option C	Option A	Science (11Q)
				Option B
				RE

## Equality Impact Assessment

<b>School</b>	<b>St John Fisher Catholic Voluntary Academy</b>
<b>Date</b>	<b>November 2016</b>
<b>Lead member of staff</b>	<b>S Wilkinson- Deputy Headteacher</b>
<b>Other involved staff/role</b>	

### **Proposed Plan**

Background/ how this proposal has come about

Reason for proposal – to introduce new practice/provision  
to change or reduce practice/provision  
to remove practice/provision

Main stakeholders

Any legislation or guidance that informs the proposals

Review and update of current policy.

### **Is the proposal likely to have an adverse impact on compliance with the Equality Duty?**

Eliminating unlawful discrimination, harassment and victimisation **N**

Promoting equality of opportunity **N**

Fostering good relations **N**

Please explain

Policy has to ensure wide access for all groups welcomed into the school community.

### **Consultation Process**

With whom do you plan to consult?

How?

Where is the evidence of the consultation?

Full Governing Body - Staff as appropriate



**Potential Issues**

<b>Characteristic</b>	<b>Impact of proposal (specify if impact is to pupil, parent/carer, staff, governor, other)</b>	<b>Positive Negative Neutral</b>	<b>Can barrier be removed? Y/N</b>
Disability	<b>Homework proposals are geared to supporting students in this category.</b>	<b>Positive</b>	
Race	<b>Avoiding disadvantage to children of different race was a consideration in writing this policy.</b>	<b>Neutral</b>	
Sex	<b>Avoiding disadvantage to children of different sex was a consideration in writing this policy.</b>	<b>Positive</b>	
Gender reassignment		<b>Neutral</b>	
Pregnancy, maternity		<b>Neutral</b>	
Religion/belief		<b>Neutral</b>	
Sexual orientation		<b>Neutral</b>	
Marriage, civil partnership		<b>Neutral</b>	
Age		<b>Neutral</b>	

Explain in more detail