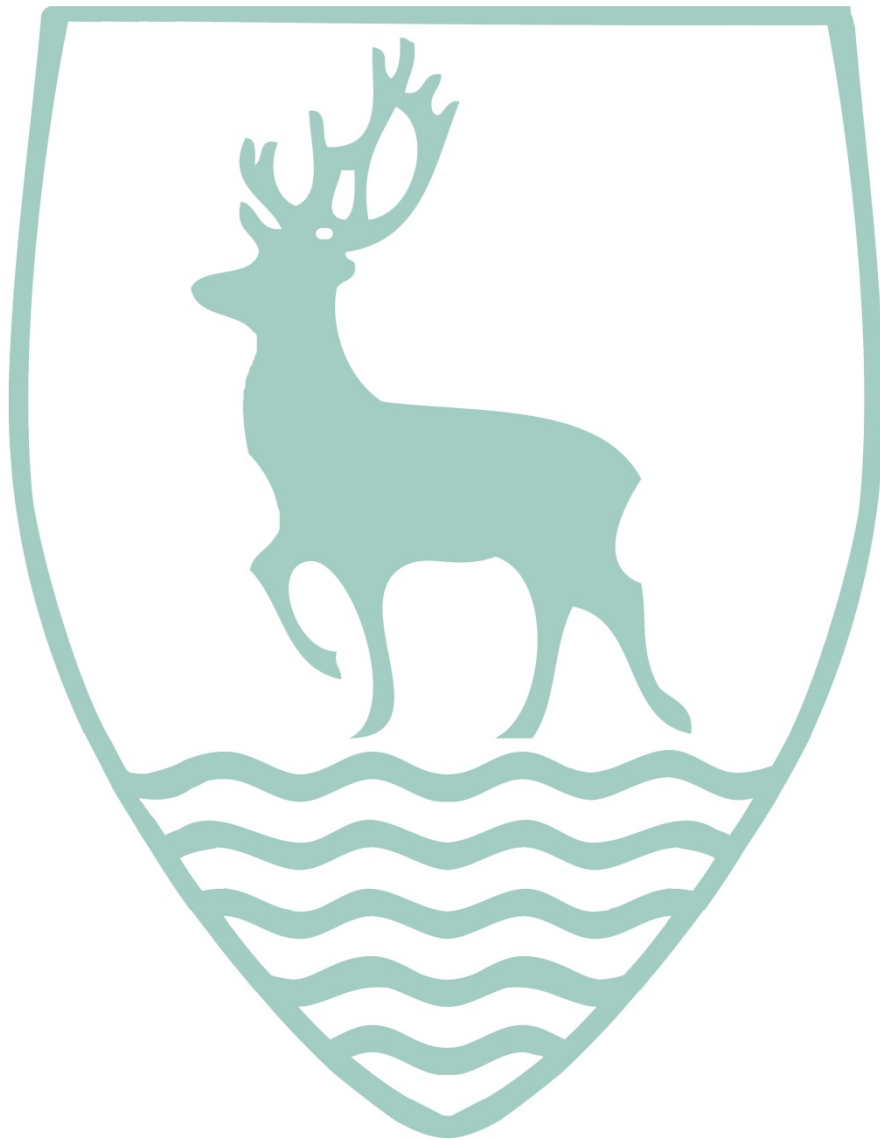


SIMON BALLE ALL-THROUGH SCHOOL



HOMEWORK PRINCIPLES

Simon Balle All-through School

Homework Principles

The Simon Balle homework principles are designed to clarify our view of the purpose and value of homework, its importance in the learning process, the development of independent learners and its contribution towards realising our vision of 'The Simon Balle Student'. Homework tasks should be based on the FACE model which underpins our teaching and learning principles at Simon Balle, developing the required knowledge, skills, habits and positive attitudes towards learning (KASH).

Purpose

The purpose of homework at Simon Balle is to:-

- **Prepare** students for future learning
- **Consolidate** learning from the lesson
- **Deepen** learning from the lesson

Homework Principles

Homework at Simon Balle should:

- Have a clarity of purpose and form an integral part of the learning process
- Be relevant and arise from a well-planned scheme of work
- Challenge students to make them think and produce thoughtful responses to tasks
- Be differentiated or scaffolded so that it is appropriate to the ability of all students
- Allow students to be creative and take responsibility for their learning
- Have clear success criteria to ensure students make progress and achieve high quality outcomes
- Be interesting, engaging and motivational
- Provide an opportunity for students to develop autonomy in their learning through the development of independent learning skills. Homework should not merely consist of completing work not finished in class (unless the nature of class work is project-based where manageable targets would be expected)
- Present opportunities for a dialogue between students and parents/carers
- Allow students to learn how to manage time effectively and work to set deadlines
- Allow students the opportunity to make decisions, take risks and make errors
- Be varied in nature, both in terms of outcome (e.g. projects, essays, multimedia, research) and in terms of skills developed (e.g. knowledge consolidation, applying ideas, evaluating viewpoints).

Expectations of Students

Primary Phase: Students should recognise the value of homework and understand the purpose behind it. They are expected to keep their 'Homework Book' in neat working order. If they are absent when a piece of homework is set, they should find out the task that was set and complete it. Students are expected to:-

- Complete all homework to the best of their ability and by the deadline given

- Record the work in their 'Homework Book'. All written work should be completed by the student
- Read their school book each night and have their reading record signed by a parent or carer.
- In year one, spellings should be practiced at home to ensure they are successful in the weekly check.

Secondary Phase: Students should recognise the value of homework and be aware of its capacity to improve learning. They should use 'Go4Schools' to clarify the homework task and plan their workload. Students are expected to:-

- Complete all homework by the deadline shown to the best of their ability
- Make use of the support available to them.

When a student is struggling with homework, he or she should see the teacher at least 24 hours before the deadline to seek additional support.

Expectations of Teachers

Primary Phase: Teachers should set appropriate homework according to the homework guidelines and principles, using the children's 'Homework Book' to record the homework. To help students plan their time and complete homework to the best of their ability teachers should:

- Set the homework allowing plenty of time for it to be completed
- In year one, spellings will be set on a particular day, specific to each class and will be tested one week later
- Provide any relevant paperwork/information to enable the students to complete the homework to the best of their ability
- Be as explicit as possible (e.g. when the work is due in, expected outcomes/modelled examples)

Secondary Phase: Teachers should set appropriate homework according to the homework guidelines and principles, using 'Go4Schools' to record all homework set. To help students plan their time and complete homework to the best of their ability teachers should:

- Set the homework with a minimum of 48 hours' notice to allow students and parents to plan ahead. Longer timeframes should be given for more substantive tasks. In certain circumstances the deadline may be reduced at Key Stage 5 to meet the needs of the sequence of lessons but this will be negotiated with the students concerned to ensure they can fulfil the requirements of the task.
- Attach any appropriate files to ensure students can readily access them
- Allocate the homework to the appropriate group (making amendments for differentiated/scaffolded homework activities)
- Be as explicit as possible (e.g. when the work is due in, expected outcomes/modelled examples)

Parents need to be informed about their child's performance with regards to homework. Marks and other data from homework should be entered into Go4schools. Departments should think carefully about how this is done to give parents information that is useful and not confusing.

Primary and Secondary Phase: Teachers should always respond to homework set. This may take the form of formal marking with targeted feedback based on the set success criteria, in line with the school feedback principles. It may also include peer feedback, class discussion or extended questioning to deepen and consolidate learning.

When homework is not completed on time or to a suitable standard, teachers should initially support the student to meet the required standard and expect the completed work to be handed in within 24 hours. If this is not successful in producing the required outcome, a follow-up should be set by the class teacher.

In the **secondary phase** the follow-up should mirror the behaviour for learning policy:-

- Detention set by the class teacher – 30 minutes
- If they fail to attend or fail to complete the work in the detention the class teacher should refer the student to the Head of Department for a 1 hour detention
- If this action is not successful the Head of Department should refer the student to SLT for a Senior Leadership detention.

At all stages in the process these sanctions must be recorded on Go4Schools so that all stakeholders are kept informed and are aware of any emerging issues.

Expectations of Parents

Guidance on the ways in which parents can support their child's learning at home is given on the school website. Parents are expected to support the school and their child by working in partnership, communicating any issues, providing a suitable place to study at home and taking an interest in their child's learning. If home circumstances make completing a piece of homework very difficult, or if students have spent in excess of the time indicated on Go4Schools but not managed to complete the task, then parents should email the class teacher. Parents can access full details of their child's homework through their child's profile page on Go4Schools. They will also be able to see if a piece of homework has been submitted, submitted late or not submitted.

This is also relevant for parents of students in the primary phase. However, a record should be communicated in the 'Homework Book'. Parents should support their child with homework rather than do it for them. Parents may engage in a dialogue with their child to help them understand the task but all work presented should be the student's own work.

Monitoring and evaluation

Regular monitoring, evaluation and review should be conducted by Heads of Department, Heads of Year and the Senior Leadership team to ensure the regularity, quality and nature of the homework provision. Appropriate dialogues and interventions should take place if issues are identified to ensure that all students receive their entitlement and that homework is having a positive impact on learning.

HOMEWORK GUIDELINES

YEAR													
Reception	Reading every night 10 mins & Weekly Tapestry task												
KS1	Reading 15 mins per night, spellings every week with daily 10 minute practice. Key stage appropriate weekly homework task. (NB For some topics throughout the year, longer project based homework may be set)												
KS2	Reading 20 mins per night, spellings every week with daily 10 minute practice. Key stage appropriate weekly homework task. (NB For some topics throughout the year, longer project based homework may be set)												
	English	Maths	Science	MFL	History	Geography	PRE	Art	Drama	Music	Computer Science	DT	PE & Values
Year 7	30 mins	30-45 mins	30 mins	30 - 45 mins	30 mins	30 mins per fortnight	30 mins per fortnight	30 mins per fortnight	30 mins per fortnight	30 mins per fortnight	N/A	30 mins per fortnight	None
Year 8	1 hour	1 hour	30 mins	45 mins single or 90 mins dual linguists	30 mins per fortnight	30 mins	30 mins per fortnight	30 mins per fortnight	30 mins per fortnight	30 mins per fortnight	N/A	30 mins per fortnight	None
Year 9	1 hour	1 hour	1 hour	1 hour single or 90 mins dual linguists	30 mins	30 mins	30 mins	30 mins per fortnight	30 mins per fortnight	30 mins per fortnight	30 mins per fortnight	30 mins per fortnight	None
	English	Maths	Science	Science	PRE	Options							
Year 10	1 hour 30 mins	1 hour 30 mins	2 hours Combined Scientists	3 hours Triple Scientists	30 mins per week	Opt A 1 hour	Opt B 1 hour	Opt C 1 hour	Opt D 1 hour				
Year 11	1 hour 30 mins	1 hour 30 mins	2 hours Combined Scientists	3 hours Triple Scientists	30 mins per week	Opt A 1 hour	Opt B 1 hour	Opt C 1 hour	Opt D 1 hour				
Year 12	3 hours of homework per subject per week plus 2 hours of study time to complete homework or pursue and area of interest												
Year 13	4 hours of homework per subject per week plus 2 hours of study time to complete homework or pursue and area of interest												
In addition:-All students in Yrs 7-9 are expected to read for 20 minutes per night to develop their literacy. This will be monitored by the English Department. Yrs 7-9 students will also have numeracy work set to develop their numeracy skills. This will be set and monitored by the Maths Department.													