



<b>Name</b>	<b>Homework Policy</b>
<b>Approved by</b>	<b>Governors – Curriculum, Standards &amp; Learning</b>
<b>Policy Created</b>	<b>September 2017</b>
<b>Review</b>	<b>1 year</b>
<b>Update Approved</b>	<b>September 2018</b>
<b>All policies are available to stakeholders either on the Academy website or upon request from the Academy's Main office.</b>	

### 1. Principles

<b>1.1</b>	Homework should be carefully planned and be an integral part of classwork / coursework
<b>1.2</b>	Homework should promote opportunities for consolidation and extension
<b>1.3</b>	Homework should be differentiated to meet the needs of individual students
<b>1.4</b>	Students should be adequately prepared for the completion of tasks set
<b>1.5</b>	Homework should be issued to all year groups, in all subjects and to all students; by doing so, we show our high expectations <b><i>of all students</i></b>
<b>1.6</b>	Homework should be issued in appropriate quantities and completion dates should be both clear and reasonable
<b>1.7</b>	The expectation of the length or type of homework will depend on: the curriculum time for each subject; the nature of the work; the ability of the student, and the particular year group

### 2. Introduction

<b>2.1</b>	This policy statement has been produced on the basis of consultation with staff. It is designed to provide a coherent framework from which departments can develop a consistent and effective approach to homework, taking into consideration students of all ages and levels of ability.
<b>2.2</b>	At Co-op Academy North Manchester we believe homework is important in: <ul style="list-style-type: none"><li>• reinforcing positive attitudes to learning</li><li>• encouraging self organisation and self discipline</li><li>• reinforcing, broadening and extending the school curriculum</li><li>• developing academy/home partnerships</li><li>• preparing students for life opportunities and experiences</li><li>• developing students' social, moral, spiritual and cultural skills</li><li>• enabling students to investigate and become involved in the wider community</li><li>• improving students' reading, writing, communication and mathematical skills</li></ul>
<b>2.3</b>	Homework is work that is set to be done outside the timetabled curriculum. It contains an element of independent study in that it is not usually directly supervised by a teacher. It is critical to raising student achievement. Not all homework is done at home; in fact, for some students who find it hard to work at home, or for some tasks which may require resources (books, software, equipment) more readily available at school, it is necessary or desirable to carry out the task at school. Homework enhances student learning, improves achievement and develops students' independent learning skills and as such is an integral part of the curriculum. It requires careful planning and integration into the scheme of work of each curriculum area.

### 3. Incentive and Rewards

3.1	High quality homework and a good work ethos should be recognised inside and outside of the classroom. Where appropriate, homework should be included in display work.
3.2	Although we believe that homework is an integral part of learning, the academy does offer incentives for exceptional pieces or for excellent attitudes to homework, for example:- <ul style="list-style-type: none"><li>• Achievement points</li><li>• Homework of the week – displayed on the school blog – individual prize and picture of the student included in daily news</li><li>• A pass to skip the lunch queue</li><li>• Postcards home</li><li>• Any student with zero H1s for the term will be placed in a raffle to win a prize (selection box at Christmas –Easter Egg at Easter – chocolates in summer term – raffle to take place in assembly – number of prizes depends on number of students.</li><li>• Random weekly prizes i.e. select a random week per term and the winning form receive a chocolate bar each.</li></ul>

### 4. Failure to complete homework

4.1	The value of homework in students reaching their potential cannot be understated. Any system to ensure the completion of homework must involve working in partnership with parent/carers and the students involved.
4.2	To ensure consistency across departments and year groups the following system should be used. <ol style="list-style-type: none"><li>1. The classroom teacher will issue a H1 to any student who fails to submit a piece of homework.</li><li>2. If a student receives 5 x H1 they will be placed on homework report to their form-tutor and a letter sent home to parents/carers.</li><li>3. If a student receives 10 x H1 parents/carers will be informed by a warning letter from the academic mentor to encourage attendance to the homework hub.</li><li>4. If a student receives 15 x H1 parents/carers will be informed by letter and the student will be issued with a H2 formal homework detention. The student will be required to attend the homework hub each day afterschool until all homework is up to date.</li><li>5. Students who fail to complete a H2 detention will be referred to the pastoral team in order to complete a C3 detention.</li></ol>

### 5. Roles

5.1	<b><i>The role of the student is:</i></b> <ul style="list-style-type: none"><li>• listen to homework instructions in class.</li><li>• copy down instructions for the task and deadline date into the planner.</li><li>• meet the expectation of staff that homework is completed and handed in to meet the deadline.</li><li>• attempt all work and give their best</li><li>• make use of the support available to them</li><li>• inform the class teacher of any difficulties before the lesson where it is due in</li></ul>
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	<ul style="list-style-type: none"> <li>• use their student council representative to provide constructive feedback</li> </ul>
<b>5.2</b>	<p><b><i>The role of the Pastoral team:</i></b></p> <ul style="list-style-type: none"> <li>• The Head/Associate Head of Year will take an active role by monitoring planners on entry to the weekly assembly and by ensuring form checks are carried out by tutors which include the checking of each student's planner for the recording and completion of homework</li> <li>• Form tutors will include homework in form activities and teach revision strategies / provide support and follow the pastoral timetable for form times so that all students receive homework help, support and guidance</li> <li>• Form tutors see that homework is being set and recorded &amp; check that the planner is being signed by the parent/carer weekly; where the planner has not been signed, form tutors will follow this up the next day and contact home if there is a repeated problem</li> <li>• Form tutors will note and respond to any comments written in diaries by parents</li> <li>• Form tutors to display homework timetable for their respective year groups in form room</li> <li>• If a student receives 5 x H1, form tutors will monitor students through a homework report and use this as a platform to encourage the use of the homework hub</li> <li>• Pastoral leads will include assemblies for whole year groups on the importance of homework and provide regular information to their year groups about how to access homework help in school</li> <li>• Pastoral leads will select a 'homework of the week' and display this on the school blog as well as in assemblies for whole year groups</li> <li>• Pastoral leads will select a 'homework of the week' and display this on the school blog as well as in assemblies for whole year groups – as nominated by departments.</li> </ul>
<b>5.3</b>	<p><b><i>The role of the Head of Department is :</i></b></p> <ul style="list-style-type: none"> <li>• quality assure homework through work scrutinies and lesson observations; where homework is not of a sufficient quality, frequency or is not supporting learning or being marked and returned, the HOD will take steps to address this with individual member of their teams.</li> <li>• ensure homeworks are clear on each Medium term plan and that all students in their subjects are being treated equally</li> <li>• use departmental time each term to share and discuss best practice regarding homework</li> <li>• feature homework on corridor displays</li> <li>• make homework important in their departments</li> <li>• sign up to the 'homework of the week' timetable and ensure nominations for this are sent to heads of year for selection</li> <li>• sign up through google classroom to all classes in their respective departments.</li> <li>• Ensure there is an extra-curricular homework club in their department</li> </ul>
<b>5.4</b>	<p><b><i>The role of the Learning Support Unit:</i></b></p> <ul style="list-style-type: none"> <li>• provide homework support for SEND / EAL students</li> <li>• monitor SEND/EAL students who trigger homework report and have students on report, working with the student and family to make sure homework is completed</li> <li>• support homework help as part of duties</li> </ul>
<b>5.5</b>	<p><b><i>The Role of additional adults to support homework:</i></b></p>

	<ul style="list-style-type: none"> <li>• In class support for SEND/EAL students should be used to ensure that homework is recorded accurately and check understanding</li> <li>• remind students of the homework hub</li> </ul>
5.6	<p><b><i>The role of the Academic Mentoring Team:</i></b></p> <ul style="list-style-type: none"> <li>• run a daily homework hub/club where students can access resources at lunch-time and after-school</li> <li>• run a daily homework detention for students who trigger this intervention as part of the duty rota</li> <li>• once a student reaches eight H1s they are automatically placed on academic mentor report</li> <li>• lead the homework reporting system in their year group (including PPY pupils on daily report)</li> <li>• refer students who fail to complete a H2 homework detention to the pastoral team.</li> <li>• contact home and lead parental meetings for students where homework is a concern</li> </ul>
5.7	<p><b><i>The role of SLT is:</i></b></p> <ul style="list-style-type: none"> <li>• provide a homework strategy in consultation with staff (SHA/MT)</li> <li>• provide support for the development of homework programmes in departments (MT/SLT/LPs)</li> <li>• conduct research into homework best practices and share with academy staff (MT/LPs)</li> <li>• take responsibility for informing parents of the whole academy policy through the use of the academy website (MT) and an information booklet/parental sessions (MT)</li> <li>• ensure accountability for standards, completion and practices of homework in individual departments is in adherence with this policy through line management meetings with HODs</li> <li>• monitor homework through termly homework checks/work scrutinises in order to ensure quality assurance and inform SLT of findings (MT/LPs)</li> <li>• inform form tutors once a student reaches five H1s in order for the student to be placed on homework report and inform parents/carers by a warning letter</li> <li>• inform parents/carers by letter at eight H1s and issue a H2 formal homework detention</li> <li>• provide a weekly update to form tutor, head of year, associate head of year and academic mentors of homework points</li> <li>• check there is an extra-curricular club for homework for student to attend</li> <li>• contact a student voice on homework each term – collate findings and reporting back to the Principal and Vice Principal T&amp;L.</li> </ul>
5.8	<p><b><i>The role of the teacher is:</i></b></p> <ul style="list-style-type: none"> <li>• set homework according to the timetable.</li> <li>• provide the stimulus.</li> <li>• give full and comprehensive instructions and ensure students have recorded it.</li> <li>• set deadlines for completed work and ensure that they are met.</li> <li>• upload all homework onto Google Classroom and also provide students with a physical copy</li> <li>• mark and return all homework</li> <li>• provide help and support.</li> <li>• inform the HOD &amp; Academic mentoring team (&amp; Tutor and Head of Year if appropriate) when problems arise.</li> <li>• take into consideration the needs, age range and abilities of students when</li> </ul>

	<ul style="list-style-type: none"> <li>planning and setting homework tasks</li> <li>• differentiate to ensure all students can record access &amp; complete tasks</li> <li>• provide stretch and challenge for our more able learners (see below)</li> <li>• maintain accurate records of completion and non-completion of homework</li> <li>• record missing or incomplete homework and the task clearly onto SIMS on the day of the missed deadline as an H1</li> <li>• make sure homework: <ul style="list-style-type: none"> <li>○ is a planned element of class work</li> <li>○ takes into account the ability range and the variation in resources available to students</li> <li>○ tasks are varied, challenging and interesting</li> </ul> </li> </ul>
<b>5.9</b>	<p><b><i>The role of the Parents/Carers</i></b></p> <p>Parents/carers should appreciate that homework is an important activity and that they have a key role to play in ensuring that homework will be completed to the best of their child's ability. The role of the parent/carer is crucial if a child is to gain success from homework. Parents can reinforce its value through positive feedback which will give students the confidence to persevere, work hard and reach high standards of achievement.</p> <p>Parents should assist by:</p> <ul style="list-style-type: none"> <li>• providing a quiet place to work</li> <li>• checking the time spent on individual tasks</li> <li>• checking presentation and content of all homework being returned to school</li> <li>• signing their child's planner each week</li> <li>• providing the school with information about any problems through the homework planner or by contacting the school directly through the Academic Mentoring team</li> <li>• ensuring their child attends homework hub</li> <li>• supporting their child and the academy by ensuring their child attends H2 formal homework detention should this be necessary</li> <li>• signing and checking their child's homework report</li> <li>• making sure their child brings a bag to school so that work can be transported from school and back safely</li> </ul>

## **6. Reporting to parents/carers**

<b>6.1</b>	Reports at every stage will show the number of missed homeworks (H1s) accrued to that point in the academic year alongside attendance, achievement and behaviour figures. Through the annual full report to parents, teachers should be encouraged to provide a written comment on the quality and consistency of homework throughout the year although there will be a multiple choice for each subject teacher to choose to report on to parents. ( see appendix 5)
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## **7. Monitoring and evaluation**

<b>7.1</b>	Homework will be a permanent feature of both Academy and Departmental Development Plans. The Assistant Principal T&L is responsible for monitoring the implementation of the policy across the academy and for a identifying and disseminating good practice..
<b>7.2</b>	Evaluating the policy will involve consultation with staff, parents/carers and students
<b>7.3</b>	All staff should be involved in monitoring and evaluating the effectiveness of homework programmes.

## 8. Homework Help/Hub

8.1	The academy will dedicate classrooms to homework hub, at lunchtimes and at the end of the day for students from all year groups to complete homework; it will be supervised by academic mentors who are able to support students across the range of subjects in the academy
8.2	The hub will be resourced with online access, printing access and other materials to support students who may not have access to such materials at home

## 9. Examples of homework tasks

9.1	<p>Homework can take a variety of forms, including:</p> <ul style="list-style-type: none"> <li>• Extension of work begun in class, for example, another two paragraphs on....</li> <li>• Follow up work from assessments in ensuring that the student learns from errors</li> <li>• Written tasks</li> <li>• Note-taking and writing up notes taken in lessons;</li> <li>• Reading</li> <li>• Learning – for example: facts, vocabulary, spellings; or memorising what has been learned in class</li> <li>• Completing coursework</li> <li>• Research</li> <li>• Quizzes</li> <li>• Drawing or design work</li> <li>• Preparing for discussions or presentations</li> <li>• On-line learning</li> <li>• Answering questions</li> <li>• Completing worksheets</li> <li>• Revising information on a current topic or for tests and exams</li> </ul>
9.2	<p>Homework provision for the more able learner – the more able learner's needs or indeed any student will be challenged more effectively when the student is:</p> <ul style="list-style-type: none"> <li>• encouraged to undertake personal research</li> <li>• given opportunities to follow personal interest pathways</li> <li>• given access to resources in school and the wider community</li> <li>• given opportunity to work alongside similar ability students</li> <li>• given an element of control over nature / starting points or direction of homework study</li> <li>• given opportunity to present findings in different ways and to their peers</li> <li>• allocated extra time to enable in depth study</li> <li>• supported through teacher direction / guidance towards next steps</li> <li>• rewarded/praised for independent study</li> <li>• given tasks which are: <ul style="list-style-type: none"> <li>○ open ended and promote imagination</li> <li>○ research based and promote enquiry</li> <li>○ involve investigative skills</li> <li>○ promote self-reflection</li> <li>○ involve collaboration</li> <li>○ monitored closely by class teachers</li> <li>○ sometimes spontaneous as they may present a sudden aptitude or curiosity</li> </ul> </li> </ul>
9.3	<p>Good practice homework checklist Routine</p>

	<ul style="list-style-type: none"> <li>✓ homework is issued at a suitable point in the lesson, whether this is the start of the lesson or at the end of a task in the middle of a lesson</li> <li>✓ homework is recorded in students' planners</li> <li>✓ homework is recorded in staff planner</li> <li>✓ homework is issued on same day each week/fortnight</li> <li>✓ homework is seen/signed by parent/carer</li> <li>✓ homework is commented upon using the academy's assessment practices</li> <li>✓ homework is marked and returned promptly</li> <li>✓ H1 is given to denote homework which is not handed in on the day</li> <li>✓ students are rewarded/praised for consistently high standards of standards/effort and completion of homework</li> </ul>
<p><b>9.4</b></p>	<p>Procedures to be followed when homework is not completed/returned</p> <ol style="list-style-type: none"> <li>1. homework not handed in on the deadline should be treated as non-completion; it may sometimes be that the teacher extends the deadline at their discretion but this should only be in exceptional cases</li> <li>2. class teachers should record an H1 on the system with a short summary of the task and make sure the student knows this has been recorded</li> <li>3. note in the student's planner that the homework was not completed</li> <li>4. class teachers should remind students of when and where this homework can be completed in school and make sure they understand the task – where possible and practicable this should be at the end of the lesson so as not to encroach on the learning of others</li> <li>5. When a student reaches 5x H1, form-tutors will be notified and the student will be placed on homework report</li> <li>6. If 10x H1 are received, parents/carers are informed by a warning letter to encourage attendance to homework hub</li> <li>7. The warning letter will encourage the student to attend the homework hub and warn them that a further 5 missed homeworks will result in a formal detention</li> <li>8. When a student reaches 15x H1s, the academic mentor for that year group will issue a letter home and a letter to the student via the Form Tutor – please note – neither letter is necessary for the student to be detained, that is, not having received the letter will not be accepted as an excuse for not attending the detention.</li> <li>9. The academic mentor will publish a daily homework detention list in the Year office window – students are expected to check this list</li> <li>10. If a student fails to attend H2 homework detention then this the issue will be passed on to the pastoral team and a C3 detention will be issued.</li> </ol>

## APPENDIX 5??