



Homework Policy

Part of the Quality of Education Suite of Policies

Committee Responsible:	Curriculum and Achievement
Reviewed by:	J Ortega
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HOMEWORK POLICY

Bentley Wood High School acknowledges the essential role of homework in developing the full potential of every student. Homework is set on a regular basis for all student and all students will be supported to meet the requirements set.

Aim:

To develop the full potential in all our students as curious learners, eager to explore and improve their understanding beyond the classroom. To support the delivery and smooth running of the curriculum at all key stages. Enhancing learning in lessons, and further developing our students as independent learners and thinkers.

The success of homework is a collaboration between teachers, students and parents. High expectations of quality of homework set, quality of homework completed on time, families engaged with their students organising and completing tasks. Students should be engaged in the variety of tasks set and should feel their efforts in producing outstanding homework is celebrated and rewarded. Successful communication within this collaboration is essential.

Homework is broken down into three parts, ensuring all students have the opportunity to work independently following a lesson to become fully prepared for the next lesson.

CAP: The three parts are as follows:

1. **Consolidate:** Reviewing or practicing independently what has been done in lessons.
2. **Application:** Applying knowledge from lessons, maybe with an exam style or problem-solving nature.
3. **Prepare:** Reading ahead or directed to research areas, to prepare for a forthcoming lesson and/or new objective.

Responsibility of students

- To check Teams and their Calendar for scheduled homework.
- To record homework in link book when directed by teacher.
- To complete homework tasks set by teacher to a high standard and hand in by the agreed deadline.
- To approach the teacher before the lesson if the homework set is causing difficulties.
- To accept direct support if organisation and completion of homework becomes a challenge.

Responsibility of the class teacher

- To make sure a three-part homework is set regularly for all students according to the homework schedule and time allocation directed by the Heads of Year and released to parents.
- To ensure communication about tasks set and completion deadlines are clear through the use of the TEAMS and/or jotted down by the student in their link books.

- To check students are completing tasks regularly and to a very good standard.
- To use the 1* to 5* grading system for homework effectively as part of the assessment reporting cycle (Appendix 1)
- To sanction and support students who are failing to complete homework tasks
- To celebrate and reward students whose homework is always done to the very best standard possible for that student.
- Communicate with parents, head of department and head of year when lack of homework becomes a problem with individuals.
- When absent still keep the expectation of homework being set high.
- Ensure that all homework set is checked and records are kept on the quality of homework done.

Responsibility of Head of Department

- Heads of Department will formulate their own methods for marking, evaluating, sanctioning and rewarding students for homework.
- This will combine guidelines given in policies and in the staff handbook and specific needs on individual subjects. They will insure all members of their team follow these guidelines.
- Heads of Department will ensure homework is reviewed and improved upon as part of a MER review cycle.

Responsibility of Heads of Year

- Prepare a homework timetable aligning to the student's weekly timetable. Where possible homework will be set on the night of the lesson. This timetable will be issued to the students through their tutor and also directly to parents and carers.

Approximate time allocation for homework should be as follows:

Year Group	Homework allocation guidance
Year 7 and 8	Maximum of 3 subjects of 25 minutes each night
Year 9, 10 and 11	Maximum of 3 subjects of 30 minutes each night
Year 12 and 13	5 hours per subject per week set over the course of two days.

Teaching staff will set homework on all scheduled occasions and ensure that it is entered in the Link Book. Absent staff should attempt to include homework as part of their cover work whenever practicable. All homework set should be placed onto our online homework system.

Where homework is scheduled to extend over more than one period, this must be clearly entered in the Link Book of continuing dates. Pupils must **not** enter "no homework set" unless this is a record of teacher absence.

Staff should ensure that all students are fully briefed on and understand homework set. Sufficient time for this task should be included in lesson plans.

Tutors should check Link Books regularly. Tutors should advise students that they must report any parental comment to them immediately. Tutors should copy such comments to the Year Head immediately.

Teaching staff should ensure homework set and marked/checked in line with school and departmental policies.

Heads of Department or responsibility holders will guide their teams through their curriculum documents suitable homework tasks or opportunities.

Appendix 1: Homework Scores

Homework (5* - 1*)

- 5* Outstanding - really goes the extra mile - above and beyond our expectations
Exceptionally high quality, when compared to your target level, with an approach that goes beyond the expectations of the teacher. Homework always handed in on time.

- 4* Consistently meeting expectations
Very good quality, when compared to your target level with an approach that shows independence and perseverance. Homework always handed in on time.

- 3* Needs to Improve- commitment to homework is inconsistent
Satisfactory quality, when compared to your ability, usually completed in full and on time you are inconsistent in your approach

- 2* Cause for Concern - Poor homework.
Shows little commitment to completing and handing homework in on time.
Homework produced is to a poor quality, when compared to the student's target level.

- 1* Unsatisfactory – Homework rarely done

Homework produced is consistently off your target and below expectations or not done at all.

APPENDIX 2 MER OVERVIEW

MER OVERVIEW

The Monitoring, Evaluation, and Review brings together the key findings, conclusions, and action points from the systematic activities to carry out the process into a consolidated and easily understandable format. Structured half termly plan added to Departmental /Pastoral agenda meetings mirroring the school and assessment calendar with links to MER OneNote.

It helps to gain insights into the performance, effectiveness, and impact of our curriculum via common MS Forms for Learning walks, Student focus groups and Book scrutiny (following GTTK templates) Feedback of SLG activities accessible to HODs/HOYs in shared folder and OneNote document.

The summary MER OneNote is updated over the HT as activities are completed or curriculum aspects are reviewed. It may include data on progress against targets, evaluation results, learning walks comments, examples of best practices, challenges faced, and recommendations for future actions.

Pastoral

The pastoral MER activities look specifically at each year group and understanding the needs of the individuals such as assessments vs targets, tutor time activities and enrichment opportunities. Successes of individuals and groups are celebrated and evidenced and those students that need support can be actioned effectively.

Summer term 1

Important dates

Academic

Who are the top achievers from Assessment 1 (recognition)?

Who are the top students identified for immediate intervention/catch up – Action points for each student.

Attendance

Attendance tracker – place link here

Top students with lowest attendance – what strategies are in place

Punctuality

Punctuality trackers – place link here

Top students with lowest punctuality – What action points will be in place?

Achievement

Which students are getting the most achievement points and CARE points – how is this being recognised?

Which students are accumulating too many green slips – what strategies are in place?

Targeted students

Any key concerns of students and what strategies are in place?

PSHE/active tutoring

Feedback on learning walks

Books scrutiny

Student focus groups

Enrichment

Personal development, enrichment and involvement in clubs– How is this being promoted/monitored/used to develop the character and wellbeing of students?

Pastoral meeting notes link

SLG/HOY meeting minutes link

Curriculum

Using the review activities HODs/ department leaders and attached SLG establish if the curriculum intent is being implemented consistently and meeting the needs of all groups of students focusing on:

- Knowledge of students and use of data to inform planning
- Curriculum delivery and subject knowledge
- Memory recall, challenge and thinking hard
- Learning environment and engagement
- Assessment and dedicated improvement and review activities
- 3-part homework (Consolidation, application and preparation)

Cross-curricular approach on second cycle of each Half Term plan

MER

Autumn 2

Deadline for MER

return 14th

December 2022

Key Activities

Y11: 'Key to success in exams' evening 3/11/22

Year 8 Parents evening 17/11/22

Year 13 Mock 1 exams start 21/11/22

Year 10 Parents evening 1/12/22

Y11 Mock 1 exams start 1/12/22

Assessment 1b Year 8 & 12 - 10/11/22

Assessment 1c Year 7 & 9 24/11/22

Assessment 2a Year 13 15/12/22

Department Meetings Twilight 7/11/22 & 21/11/2022

Lead comparative judgement activities during standardisation meetings to ensure consistency across assessments. Create target groups from assessment drop and agree intervention.

Year 13 Mocks, Year 11 Mocks (Year 12 mocks start 3/1/23). Ensure teams are fully briefed with mark schemes and grading for scripts are consistent across team.

HOD plus department leaders attached SLG can establish if the curriculum intent is being implemented consistently and meeting the needs of all groups of students via:

- Learning walks and/or lesson observations to include book looks
- Student focus group/Teams or other Survey
- Department book scrutiny
- Cross-curricular

Use learning walk and focus group proforma shared by GTTK SIG to focus on:

- Knowledge of students and use of data to inform planning
- Curriculum delivery and subject knowledge
- Memory recall, challenge and thinking hard
- Learning environment and engagement
- Assessment and dedicated improvement and review activities
- 3-part homework (Consolidation, application and preparation)

SLG/

Activities

SLGplus HOY- Student focus group and/or book check. WKA Tuesday period 1&2

Y10 - 1/11/2022

Y8 - 29/11/2022

Personal Development

Promotion of House Points and Community Service

Recognising student achievement and having high aspirations to achieve their very best- How is this being promoted/monitored and used to develop character and wellbeing of students?