

KHALSA SECONDARY ACADEMY STAFF POLICIES

HOMEWORK POLICY (T04)

DATE APPROVED:	JULY 2013
DATE FOR REVIEW:	JULY 2015
APPROVED BY:	FULL GOVERNING BODY

Introduction

Khalsa Secondary Academy expectations concerning homework are laid down in the home-school agreement. The academy's home-school agreement sets out clearly what is expected of pupils, parents and teachers in relation to homework. Parents have a right to be consulted over changes to, or developments in, the Academy's homework policy.

Objectives and targets

The aim of Khalsa Secondary Academy homework policy is to encourage the continuation of learning at home and in the community as an essential part of a pupil's education. Homework not only reinforces classroom learning, it also helps pupils to develop skills, attitudes, and understanding that they need to realise their full potential and to develop self-learning skills for the future. It encourages exploration, investigation, creative thinking, and can help develop self-confidence.

We are conscious that, for some of our pupils, home study is difficult because some pupils are themselves carers for siblings and in a few cases for parent(s). Not every home can provide a quiet place in which to study and work and so for those pupils particularly, but for also for any others who feel they might benefit, the Academy runs homework and study twilights for different age groups. There are also Extracurricular sports and outdoor activities, community volunteering and mentoring groups where pupils can get help with their work from more senior pupils.

The objectives of setting homework are:

- To encourage pupils to develop the skills, confidence and motivation needed to study effectively on their own, which is vital given the importance to pupils for lifelong learning and adaptability.
- Consolidating and reinforcing skills and understanding developed at school.
- Extending school learning, for example through additional reading.
- Sustaining the involvement of parents and carers in the management of their children's learning and keeping them informed about the work pupils are doing.
- Managing particular demands, such as GCSE and A level coursework.

One of the sanctions open to Khalsa Secondary Academy is the use of departmental detention or after school detention for pupils who fail to complete their homework. After school detention is usually only given where other methods have failed or where the incident is serious enough to warrant such a punishment. Parents are requested to support the school in its attempts to maintain good order for the benefit of all. The punishment is an inconvenience by its very nature and this brings home to pupils that such inconvenience has been brought on by themselves and that if they wish to avoid further

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inconvenience then they must conform to the standards set by the school and required by the vast majority of supportive parents.

Action plan

All pupils will be issued with a Learning Planner that will include the homework timetable, room to write down the homework set and for parental and teacher comment. Homework will also be set using the academy's VLE

The Academy will ensure that homework is an integral part of the curriculum and is planned and prepared alongside all other programmes of learning and teaching. Homework will be appropriate to the age, ability and circumstances of all our pupils, taking into account special educational needs so that pupils with these needs are not left out or overburdened.

The homework timetable specifies which subjects are set homework on which night. Pupils are expected to spend the following amounts of time on their homework subjects per night:

Year	Number of subjects	Approximate time	Approximate total time
Year 7	2	30 minutes	30 minutes
Year 8	2 to 3	25 to 35 minutes	70 to 75 minutes
Year 9	2 to 3	30 to 45 minutes	90 minutes
Year 10	1 to 2	60 to 110 minutes	110 to 120 minutes
Year 11	1 to 2	70 to 120 minutes	120 to 140 minutes

Each faculty and department will monitor tasks that are set to ensure that:

- They are wide-ranging and structured.
- Their purpose is explained to pupils.
- They are monitored regularly and marked in line with the school's marking policies, which will be revised regularly.
- Their quality and that of completed homework is monitored and reviewed at regular periods.
- Pupils and parents get regular feedback and are consulted from time to time.

When implementing study support activities, the Academy will provide access to additional curricular activities for which there is insufficient time during school hours. Personalised tuition will also be provided to help improve the academic performance for pupils that will most benefit from this tailored activity. The venue and timing of this additional support will take place at lunchtime or immediately after school [with agreed parental collection or appropriate transport provided].

Staff responsibilities

Teachers are expected to:

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- Set homework of appropriate duration at the time specified in the homework timetable.
- Set differentiated tasks that provide a suitable challenge for all pupils in a class.
- Usually allow more than 24 hours for the completion of homework tasks.
- Avoid setting homework in the final few minutes of a lesson.
- Avoid the regular setting of 'finish classwork' type work as a homework task.

Teachers are not expected to mark every piece of homework, nor are they expected to always set formal written tasks. The following list gives an indication of the range of tasks that might be set:

- Investigations and simple experiments.
- Research.
- Reading more about a topic rather than revising notes already given.
- Drawing and designing.
- Interviews and surveys.
- Word processing.
- Essay writing or drafting reports.
- Making a model and coursework.

Teachers are expected to monitor the completion of homework by pupils. Those pupils who fail to complete tasks need to be sanctioned more formally after the first oral warning. The appropriate head of department and tutor should be kept informed and the former may wish to intervene where there is a particular difficulty.

The following hierarchy of action gives an example of appropriate sanctions.

First offence	Reprimanded.
Second offence	Given a detention to complete the work in question.
Third offence	Parents informed through the homework record book.
Fourth offence	Meeting with the tutor and parents.
Fifth offence	A formal review with withdrawal of privileges and the possibility of a day's exclusion.

Subject leaders are expected to:

- Lead their teams in discussing and developing homework tasks.
- Monitor the setting of homework by all members of their team.
- Monitor the quality and appropriateness of homework set by the members of their team.
- Report on the efficacy of their arrangements for homework in their annual review to governors.

Tutors are expected to:

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- Ensure that the members of their tutor groups understand the homework timetable and how the school expects the homework record book to be organised.
- Ensure that all members of their tutor groups write their homework timetables in their homework record books.
- Make sure that all members of their tutor groups write the homework subjects in on the appropriate night at the start of every term.
- Monitor the completion of the homework record book by their pupils and initial at least twice every half-term.
- Be aware of any pupil's home circumstances that make the completion of homework difficult, and encourage such pupils to work after school or in the lunch break at the homework clubs.

Pupil responsibilities

Pupils will need to:

- Record in their homework record book and ensure they understand the homework tasks.
- Always have their journal with them and get it signed at home by a parent/carer every week.
- Demonstrate a commitment to spending an allocated time doing the tasks set.
- Complete homework tasks to the best of their ability within the appropriate length of time
- Hand the work back on time either in class or the appropriate collecting place.

Pupils should get in to the habit of doing homework on the night it is set and designating a regular homework time.

Parental responsibilities

Parents, carers or guardians will encourage and monitor homework by:

- Providing a reasonably quiet, suitable place in which their children can do their homework (as far as possible).
- Making it clear to their children that they value homework and support the school in explaining how homework can help them make progress at school.
- Encouraging their children and praising them when they have completed their homework.
- Expecting deadlines to be met and checking that they are.
- Signing the homework journal once a week.

Parents, carers or guardians should always inform the school if an issue arises, either through the homework book or by direct contact through the tutor or learning support mentor.

Monitoring and evaluation

This policy will be monitored regularly by governors of the school's curriculum and pupil welfare committee to ensure that it reflects any changes in legislation and will be evaluated in the light of any parental concerns.

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Reviewing

The Academy will review this policy annually to assess its implementation and effectiveness. Lead curriculum teachers will be expected to do this for Principal who will report the effectiveness of the homework policy in improving the quality of learning and the academy's SATs and public examination targets. The policy will be promoted and implemented throughout the academy. Any out of school hour activities will be reviewed as part of a regular system.

Next school review due July 2014

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HOMEWORK POLICY FOR A PRIMARY SCHOOL

Introduction

Khalsa Secondary Academy expectations concerning homework are laid down in the home-school agreement. In September 2012, the DFE published new statutory guidance on home-school agreements, which applies to governing bodies of all types of state funded schools. The guidance relates to sections 110 and 111 of the School Standards and Framework Act 1998A. The school's home-school agreement sets out clearly what is expected of pupils, parents and teachers in relation to homework. Parents have a right to be consulted over changes to, or developments in, the school's homework policy.

The purpose of homework at [.....] School changes as children progress through the school. Short activities of different kinds – simple games, learning spellings and number facts and reading together – provide a very important opportunity for young children to talk about what they are learning to an interested adult, and to practise key skills in a supportive and secure environment.

As children get older homework provides an opportunity for children to develop the skills of independent learning. They should be able to work for regular, though short periods by themselves. As children reach year 6 they will be given a range of tasks covering different curriculum areas. However, the emphasis will always be literacy and numeracy and there is a clearly defined weekly schedule so that children and parents know what work to expect.

It cannot be emphasised enough that co-operation between school and home in primary schools is an essential part of a child's learning process, and that parents and carers have a vital role in supporting, encouraging and celebrating a child's progress. Such co-operation is vital to the success of this school policy.

Objectives and targets

The aims of the school's homework policy are to:

- Develop a consistent approach throughout the school to homework activities.
- Achieve progression towards independence and a pupil's responsibility for their own learning.
- Make sure the needs of individual pupils are taken into account.
- Ensure that parents and carers have a clear understanding about the school's expectations from themselves and their children.
- Extend and support the learning experience through reinforcement and revision, particularly in literacy and numeracy.
- Give opportunities for parents, pupils and the school to work in partnership.
- Provide opportunities for parents and pupils to work together to enjoy learning experiences.
- Encourage pupils to develop the confidence and self-discipline for study of their own as they mature.
- Prepare children in year 6 for secondary transfer.

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Action plan

For homework to be really effective parents and carers need to be involved for some of the time. The 'finishing off' of work set in the day and copying of notes is not a feature of the school's homework policy except in extenuating circumstances and, on occasion, may be given to a small number of children. It is important that there is a balance of tasks so that the planning and feedback is manageable by the teacher and completion is achievable by the pupils. Therefore there will be some differentiation over the homework set to take account of the children's range of ability.

The table below is a guide to the time expected to be spent each day or each week by different age children. However, it is stressed that the time spent on reading or reading activities should not be reduced. Apart from the daily reading activity, other tasks are set so that there is time for all pupils to complete the task. This may be over a whole week, within the school week or over a weekend. It is part of the purpose of homework to enable children to plan their time so that they are able to pursue outside interests at the same time as completing the work set.

Reception	Year 1 and year 2	Reading daily about five minutes. Spellings, given weekly for testing about ten minutes. Tables, given weekly for testing about ten minutes. Number task, given once a week ten minutes as appropriate. About one hour per week.
Key stage 1	Year 3 and year 4	Reading daily ten minutes. Spelling ten minutes per week. Tables ten minutes per week. Number work and literacy task 20 minutes. A book review twice a term and topic work as required. About 1.5 hours per week.
Key stage 2	Year 5 and year 6	Reading daily about ten minutes. Spelling 15 minutes per week. Tables 15 minutes per week. Number work and literacy task 20 minutes each. A book review twice a term and topic work as required. Topic work 30 minutes a week.

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		About 2.5 hours per week.
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Reading

One of the most vital activities is reading. For foundation and key stage 1 pupils the main homework activity will be regular, daily reading with parents and carers sharing books together. Throughout their time in school, children will be supported in their reading by the use of synthetic phonics. The very youngest children may be given flash cards depicting key words, together with a first picture book to take home to share. During their time in school, they may engage in guided reading, shared reading, reading to themselves, listening to an adult read or, if they are fluent readers, reading on their own in the presence of an adult for a period of time. The book should be talked about, new words discussed and pictures and characters enjoyed together.

Reading practice and listening to others read continues to be essential throughout the primary years. Younger children may be doing this while reading a school reading book or a storybook from home; older children may be reading a reference book for a science or history project.

Spellings, punctuation and other literacy tasks

Children will be given spellings on a weekly basis from year 1 onwards. In the early years, the children are given a variety of words to learn, ranging from topic words, high frequency words (I, am, when, there, the, said, etc) and letter strings taken from the literacy framework. By the time children enter key stage 2, the high frequency words should be known both for reading and spelling. Topic words and letter strings are now focussed upon.

Throughout the school children are grouped according to ability, therefore there are a number of different spelling groups in each class. Some words may be common to more than one group. We use the 'look, cover, say, write, check' method for spellings (see appendix). Other appropriate tasks for year 3 onwards include the use of correct punctuation, book reviews and word exercises.

Numeracy

Children in years 1 and 2 may be given numeracy tasks, as appropriate, to support or extend classroom work. Finding buttons with 2, 3, 4 or more holes, collecting weight labels off cans, finding different length ribbons or string, are possible activities. Children in year 1 may be asked to learn all the sets of numbers that add up to 10, or year 2 children learn their 2x or 5x tables etc to support work already introduced in class. Older children may be given more formal, often written, tasks in addition to learning or revising their tables. By years 5 and 6 there will be more challenging tasks, such as investigations, set for the week or over the weekend.

Topic related work

Throughout the school children may be asked, on occasion, to carry out work related to their topic. This will involve a variety of tasks including the bringing in of useful objects for display, filling out a questionnaire, conducting a survey in the child's home, preparing an illustration or referring to the local library. The school has the benefit of 29 story sacks for the use of the foundation and key stage 1 children. They are not part of the compulsory curriculum but do provide a wealth of opportunities for valuable discussion and reading at home. For those children whose reading level is beyond the books offered, we suggest that frequent and regular trips to the public library be made to encourage children to select from a wide range of different authors.

Older, confident readers are given termly book lists to encourage them to extend their reading in terms of author and genre. Children in years 3–6 are asked to review two of these titles for homework each term. Younger children may be asked to complete a book review as appropriate.

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Older children, particularly those in years 5 and 6, will gradually be given more demanding work. This may include pupils:

- Finding out information.
- Reading in preparation for lessons.
- Preparing oral presentations.
- Drafting and redrafting written work.
- Producing a final presentation
- More traditional written assignments.

Resources

Children require a book bag to keep their reading book clean and to carry the [reading record book] to and from school. The [reading record book] is to be used by parents and teachers to record comments about the reading progress. The school, with regard to reading during school time, uses various abbreviations. Guided reading (GR) indicates a child has read out loud as part of a group with his or her teacher or in some cases a teaching assistant. Individual reading (IR) shows that a child has been heard to read on a one to one basis by an adult. If that adult is a teacher, a teaching assistant or a trained volunteer then a comment is made. The parent or carer making an appropriate comment on the child's performance indicates home reading prefaced by HR. All entries are dated and initialled or signed.

For other forms of homework such as spelling or topic work, younger pupils are given a separate book, which is kept in the [reading folder] or book bag. The older pupils have separate [homework and spelling books]. Their homework tasks are collected at school in a named folder to ensure work is not lost. Some work is, of course, stuck into other books when required. Parents should check the homework book or diary to see what work is required and when it is needed back in school. A sheet is pasted into the front of the [homework diary] to indicate the days on which homework is given, when tests take place and approximately how long should be spent on different types of homework.

How parents can help to support children

- Provide somewhere peaceful for children to work without the distractions of television, other family members and pets.
- Provide a suitable place, equipped with a comfortable chair, clear table space, good light.
- Provide encouragement and support to children when they require it.
- Support the school in explaining to children that homework is valued and aids learning.
- Encourage pupils and praise them when homework is completed.
- Be actively involved in the homework of younger children in particular.

How the school can help to support parents

There will be many parents who want to help their children but are unsure whether they are using the right method, or the one that is used in the classroom. Some guidance is given in the guidance on spelling, reading and numeracy. Workshops can be arranged to support parents in both literacy and numeracy methods. Where parents or carers find it difficult to create a homework environment, the

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school will make arrangements for lunchtime working or immediately after school if appropriate collection arrangements can be made.

Feedback for pupils from parents or carers and teachers

It is important that feedback is given to pupils as quickly as possible. This is given in a number of ways:

- Immediately by parents or carers.
- By discussion in class where homework is a part of the class work.
- Through tests such as tables or spellings.
- Through individual comment from the teacher on written assignments.
- By pupils reviewing the work done in small groups
- Through presentation of homework in class and school assemblies.

Teachers are interested to know how children carried out activities, whether they were too hard/too easy/interesting etc. The [homework diary/ reading record book] is an ideal place for parents, carers and teachers to record any comments. Parents may also comment on whether the time allocation was appropriate or whether the activity was too short/too long. As with all school activity, parents are invited to discuss any queries with the class teacher, the key stage co-ordinator or the headteacher.

Monitoring and evaluation

This policy will be monitored regularly by governors of the school's curriculum and pupil welfare committee to ensure that it reflects any changes in legislation and will be evaluated in the light of any parental concerns.

Reviewing

The school will review this policy annually to assess its implementation and effectiveness. Class teachers will be expected to do this for [headteacher] who will report the effectiveness of the homework policy in improving the quality of learning and the schools SATs. The policy will be promoted and implemented throughout the school.

Next school review due.....

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APPENDIX

Advice for parents about helping their children with the school's spelling, reading and numeracy schemes

What follows is illustrative only and should not be taken as endorsing these schemes or suggestions.

Look cover say write and check scheme

In this scheme spelling is very much a visual skill. We often say, 'That looks right' or 'I'm not sure, it doesn't look quite right to me'. So the method encourages children to look at words as a whole, not as individual letters. Many words can be said slowly to hear the sounds, the blends of letters as well as see patterns of letters, although the English language is not regular so this is not helpful in all cases. In the word 'street', for example, it would be important to see and hear the 'str', to stress the double 'ee', as well as hear and see the final 't'. They may also notice that the word tree is contained within street, and so on. So the child looks carefully at the unknown word seeking the letter strings or other recognisable patterns within the word.

The word is covered over, said out loud and the child writes the word completely from memory. The newly spelt word is then checked with the original, looking for inaccuracies. The process is repeated with this word until the spelling is correct. This is repeated with all words on the spelling list or requiring attention. Finally, the whole list may be rewritten using the method just once to see how many words are committed to memory. By practising on consecutive evenings it is hoped that the whole list will be accurately written before the scheduled test. It is important for parents to understand that spelling must be accurate in a child's everyday writing, not just on the test day. Older children may be given a dictation, which contains the words that have been learnt in a variety of contexts.

Helping children to improve their reading

This guidance comes from the National Literacy Strategy.

Beg, buy or borrow books they'll want to read. Introduce them to the world of books beyond the school list. Maintain a mixed diet and provide a place to curl up with a book if possible. Talk to them about the books they are reading. Share a read: take turns to read and listen. If they get stuck, don't jump in too quickly – but help them to work it out for themselves. Talk about the language if they show interest or if there is something particular to notice. Try the occasional challenge - but beware of putting them off. If they stop progressing, tempt them on. Buy a good dictionary. Do let them see you reading, so that when you tell them how valuable and important reading is, they will believe you.

Helping children to improve their numeracy

Switch off the TV and use a TV listing magazine or pull out supplements to see how long until a really interesting programme is on. Don't be afraid of maths yourself, so avoid phrases like 'I was never any good either!' 'Count and connect or match in everyday situations such as counting cutlery 1-Mum, 2-Dad, 3-Sarah, 4-David. Count going up/down stairs, doing up buttons, and the number of letters that arrive.

Give (or pretend to!) a small amount of money – what can you buy for 10p, 20p, 50p, £1 and so on. What offers are there? Is 50% more at £1.20 better value than the usual price? Talk about growth – measure everyone. How much taller or shorter is Sarah than David, Mum than Dad and so on. Use centimetres and metres. Do the same with kilograms. Use the amounts printed on cans and packets with which to start.

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Programme the video. Which day? Channel? Time? How long for? Is there enough soup for three people, how much will they get, where do you think it will come to in the bowl? Milk for 20 cups of tea in a pint (note imperial measure still in use) – how could we find out without wasting milk?

Card games, dominoes and dice are also very helpful. Matching the same number cards, playing snap, and so on. Can you make a track so all ends of dominoes match? Can you make a track so ends add up to 6? Can you use them all? Can you make a square so ends match? How big/small can you make the square? Dice with traditional Ludo, Snakes and Ladders games are good but count out loud – say 4 plus 6 comes to 10. Throw a dice three times – total score. Other players do the same and total the scores.