

# Aquinas Catholic Academy Trust

## Policy Document

*As for these four youths, God gave them learning and skill in all literature and wisdom, and Daniel had understanding in all visions and dreams. Daniel 1:17*

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**Policy:** Homework Policy  
**Prepared for:** All Saints' Catholic Voluntary Academy

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### Approval

Approved by	Approval date	Review Date
Headteacher	September 2016	September 2017
Head of School	October 2018	October 2019
Head of School	October 2019	October 2020

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Following DCSF guidance, homework is defined as:

“any work or activities which students are asked to do outside lesson time, either on their own or with parents”.

## **1 The Purposes of Homework Activities**

- To encourage students to develop the skills, confidence and motivation to study effectively on their own;
- To consolidate and reinforce the skills and understanding developed at school;
- To extend school learning to engage and inspire students;
- To allow students to practice their study skills in new contexts so they can retain knowledge and know how they learn best;
- To provide opportunities for personalised learning where the task given is specific to students’ individual learning needs;
- To develop and sustain the involvement of parents in the management of students’ learning, and keep them informed about the work students are doing;
- To exploit resources for learning, of all kinds, at home;
- To emphasise to students that study and learning are that can go beyond school.
- To help students manage demands of courses, e.g. coursework;
- To ensure students recognise the links between good study habits and higher standards of achievement.

## **2 Types of activity suitable for Homework**

Learning All Saints’ Absolutes, Self-quizzing, Reading, Follow-up classwork, Developing classwork, Researching, Preparation for lessons, Independent work, Organising activities, Working on problems, Coursework and projects, Learning, Collecting, Constructing, Writing, Watching and listening, Interviewing, Recording work on tapes, Revision.

## **3 Special educational needs**

In setting homework for students with special needs teachers are encouraged to balance the right of students to share fully in the work of the class with their individual learning needs. These needs may include consolidation and reinforcement of specific skills.

## **4 Procedures**

All departments should have their individual homework policies and procedures aligned with this overall school policy, including practical suggestions about the work to be set, offering clear guidance on how staff should set and mark homework and on procedures to be followed when homework is not done. Schemes of work should provide details of homework opportunities and guidelines on possible homework activities. All deadlines should be clearly stated by the teachers.

The total amount of nightly homework time set for each year group is agreed by the Leadership Team annually and is checked to make sure it conforms with DCSF guidelines:

- In Years 7 and 8 45 - 90 minutes
- In Years 9 1 - 2 hours
- In Years 10 and 11 1.5 - 2.5 hours
- In Years 12 and 13 according to students' individual programmes.

Homework should not normally be set for the following day unless appropriate.

Students should record set homework in their organisers. Reports to parents will include a comment on students' attitude and diligence in completing homework tasks.

## **5 Feedback for pupils**

Effective marking and feedback are fundamental to helping students make progress. Teachers should check homework on a regular basis, often this is done in class through quiz review.

A variety of methods are used to correct/improve homework: e.g. by the teacher; as a class activity including discussion; Peer/self-assessment, quizzing, by the teacher.

## **6 Monitoring**

Homework should be checked in students' organisers at least once a term by Form Tutors. Year Progress Leaders check a sample of books from each tutor group, at least three times a year. Year Progress Leaders have the responsibility of following up homework issues with individual students or referring subject homework concerns to the relevant Curriculum Leader as well as highlighting key issues with the Deputy Head of School.

Subject teachers should mark homework on a regular basis and keep a record in the teachers' mark book. Curriculum Leaders should monitor homework in accordance with the clearly stated and recorded department policy.

## **7 Evaluation**

Faculty Homework Policies and procedures should form an item on department meeting agendas at the end of the academic year. The key criterion for evaluation is the contribution which department homeworks are making to students' progress.

The overall working of the Homework Policy is evaluated by SLT on a regular basis.

## **8 Sixth Form Individual Study**

Sixth Form students are expected to work with a high degree of independence both in school and at home. They should plan their work outside of lessons and include activities appropriate to their courses.

Homework will be set by teachers and, as a guide, each subject should be giving three to four hours of self-study activities per week. Where the teaching is shared between teachers, the time should be broken down between them.

## **9 The Role of Parents in the Procedure**

Parents are encouraged to:

- provide a reasonably peaceful place for doing homework;

- make it clear to children that they value homework and support the school in showing how it can help them make progress;
- expect their children to meet deadlines and check that they are;
- give praise for the completion of homework.
- check student organisers to ensure they are being filled in correctly.