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## ***Conyers School Homework Policy***

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***Date: September 2023***

***Policy Review Cycle: Annually***

***Review Assigned to: Conyers Quality of Education Committee***

Updated: September 2023 Origin: C Coleman (Deputy Headteacher)

Introduction:

Government guidance on homework states that it should

- be planned carefully to complement work done in school
- be appropriate for individual students
- help students learn
- not always be written work, other activities could include
  1. reading
  2. preparing a presentation
  3. finding out information
  4. making something or carrying out an experiment

In addition the importance of feedback is highlighted. Feedback should let students know how well they have done and how they could do better. This may not always be through written comments. On occasions work will be discussed in lessons or comments made on just one or two aspects of the work.

At Conyers we believe that homework is an important part of every students' learning because it helps them

- become independent learners
- prepare for, reinforce and extend classroom learning
- prepare for summative assessments

The advent of new technologies has increased the range of options for the nature of homework tasks and also assessment methods. It is important that no student is disadvantaged because of only limited access to new technologies.

Homework is one way in which parents can get involved in their child's learning and research shows that where there is this type of parental engagement it results in improved outcomes for the child. It is therefore important that parents understand how learning at home can enhance learning at school. This requires Conyers to communicate clearly to parents the nature of independent learning tasks, assessment calendars and how they fit into schemes of work.

Policy:

Within the following framework each subject is responsible for the nature, length and timing of independent learning/homework tasks.

- Tasks should be set on a regular basis or in the case of longer tasks teachers should help students break the tasks into manageable chunks with interim deadlines
- Completion dates should allow students to plan their work. It is only appropriate to ask for work to be completed for the following day for short tasks.

- The length and complexity of tasks needs to be related to the age of the students.
- Completion of classwork might on occasions form part of a homework task but this will be unusual.
- Tasks need to be specific. Students should always know what the success criteria for the task are and how the task will be assessed. 'Read around the subject' is too general; students will want to know what use will be made of their reading.
- Homework 'assignments' will be set by the teacher via Arbor. Students should use the 'mark as submitted' function to indicate homework has been completed.
- There should be an obvious link between independent study tasks and schemes of work and assessment calendars.
- Students should be encouraged to complete independent learning tasks. Parents should be made aware of regular non completion.

#### Responsibilities Subject leader

- ensure that schemes of work and assessment calendars are in place
- establish a clear homework policy for the subject
- communicate this policy to parents.
- monitor team members use of the schemes of work and the homework policy

#### Class teacher

- set and assess independent learning tasks in accordance with the team homework policy
- ensure that students use Arbor to check and record homework as completed.
- take action to encourage students to complete tasks including appropriate sanctions for those students who do not meet deadlines so that their rate of progress is not affected.
- inform parents (via Arbor, email, telephone) if a student regularly fails to meet homework deadlines

#### Form Tutor

- monitor negative behaviour points to check for any homework issues.
- help students manage their workload given the different deadlines
- support class teachers with students who are not completing tasks.

#### Year Manager

- To ensure that students who have limited access to new technologies are not disadvantaged.

How it will be monitored: Agenda item annually

Review Date: Annually, September Review Assigned to: Deputy Headteacher

Conyers Local Governing Body's Quality of Education Committee