



**Chenderit School**  
A VISUAL ARTS COLLEGE

## **CHENDERIT SCHOOL HOMEWORK POLICY**

**REVIEWED BY GOVERNING BODY - June 2021**

**ADOPTED BY GOVERNING BODY - July 2021**

### **Introduction**

At Chenderit, we are committed to supporting our students to become increasingly independent learners, ready for the challenges that KS3, KS4, KS5 and life beyond present. We aim to challenge all our learners intellectually, whatever their level of ability and we want the learning experience to be an enjoyable one.

We hope that students will see all work set either at school or at home as integral to their learning. Assimilating, consolidating, preparing and learning material as a course progresses is immensely helpful when it comes to revision for end of year or external exams. Homework also helps young people to develop skills of personal organisation, a sense of responsibility and self-motivation, skills which will underpin students' successes throughout their lives. Staff will communicate homework tasks via Satchel One (Show My Homework).

Homework and resources are often given out during lessons, however, SatchelOne provides an accessible record of exactly what has been set, and an audit trail should problems arise. We want all students to be able to use it, so if a student is unable to access SatchelOne, we will work with the student and the family to identify the source of the problem, and find solutions. Where appropriate, the school may provide some support in terms of resources, as we did for a number of families during partial closure owing to Covid.

- Other software may be utilised, including: Google Classrooms, PIXL apps, Massolit and My Maths.

### **Rationale**

The PISA study (2014) and research by the Sutton Trust (2011) both clearly show that individuals who complete homework perform better than their peers who do not. The research also shows that a variety of specific tasks which relate to learning during normal school hours are most beneficial in helping students to learn and that they are provided with high quality feedback on their work. Research (Jeynes 2005) has also shown that the academic achievement of children whose parents were highly involved in their education was substantially higher than that of their counterparts whose parents were less involved. High parental expectations have a particularly significant impact.

## **Role of the student**

- To keep a copy of the homework timetable in a prominent place at home.
- To listen carefully to instructions regarding homework.
- To refer to Satchel One about set work and deadline.
- When a lesson has been missed through absence look at Satchel One for set work and talk to their teacher if they have any questions about their homework.
- To attempt all work, completing it to the best of their ability.
- To plan and organise their work effectively to enable students to participate in other aspects of life fully.
- To ensure that care is taken over the presentation of work which must be presented clearly and neatly, writing “homework” in the margin at the start of their work.
- To seek help from parents, peers or the class teacher before the deadline if additional support is needed.
- To communicate with parents around the tasks set and the feedback given.

## **Role of the parent**

- To support the completion of homework and consulting Satchel One.
- To encourage their children to develop regular habits in completing homework and organising their time efficiently.
- To identify a suitable quiet place where homework can be done without distraction.
- To discuss tasks with their children to help them to formulate their ideas.
- To encourage the checking of spelling, grammar and punctuation on completion of a piece of homework.
- To engage discussion about the homework after its completion to enable young people to articulate and remember their learning.
- To contact the class teacher if there are any issues with homework.
- To encourage wider reading/ thinking around the topics covered e.g. discuss items in the news.

## **Role of the teacher**

- To consistently set homework following the school policy and according to the homework timetable.
- To provide clear instructions and deadlines for each task on Satchel One and to set homework at the start of the lesson wherever possible to allow time for questions. Larger files may be shared on Google Classroom, but instructions will be on Satchel One too.
- To ensure students know when and where the work needs to be handed in (i.e. electronically via Google classroom or by hand in class).
- To ensure that homework consolidates learning or prepares students for future learning which links with class work and to ensure that students understand the purpose of each task.
- To ensure that homework tasks provide intellectual challenge for all students regardless of their level of ability and support students in making progress with their learning.
- To share clear success criteria with students, including how the homework should be presented.
- To provide high quality, effective and meaningful feedback to students through a variety of means. Our Marking and Assessment policy explains in detail how this will be done, and includes the following statement:

“We have set the expectation that work is assessed on a three-week cycle – but have allowed flexibility: it can be assessed by teacher, peer or self. We expect staff to make a judicious use of this, using their professional expertise. For example, a number of closed question tasks can be peer or self-marked, but we expect the teacher to check that the process is happening and spotting lack of effort, or gaps in understanding, and taking appropriate action.”

- To develop revision skills by setting short learning homeworks, providing clear revision lists and teaching students how to revise.
- Utilising Google classroom quizzes and GCSE Pod where appropriate to provide instant feedback.
- To praise progress made by students as a result of their homework.
- To ensure that homework is completed by all students and that where this is not the case ensure an appropriate sanction is put into place.
- To suggest any useful resources and to upload these to Satchel One, where appropriate.

### **Role of the Head of Department**

- To ensure that schemes of work clearly identify the progression of learning and skills in each unit of work and across each year.
- To ensure that appropriate, varied homework activities are set by all staff which link with class learning and lead to progress.
- To monitor homework to ensure that there is consistency among staff in setting homework.
- To monitor the quality of feedback given to students to ensure that it helps students to make good progress.
- To ensure that students who do not do their homework properly are sanctioned as per the school policy.
- To ensure that appropriate support is available to students to enable them to complete their homework.

### **Role of the Tutor**

- To liaise with teachers around any parental communication.
- To liaise with parents/carers if a student has repeatedly not completed or handed in homework and the tutor believes more support may be required.
- To liaise with teachers where a student is experiencing repeated difficulties with homework in that subject.
- To develop students' skills in revising through the tutorial programme.
- To have an overview of tutees' use of Satchel One and liaise with the leadership team if support is needed.

### **Role of the Head of Learning**

- To monitor the quality and consistency of homework tasks set across the year team.
- To monitor the completion of homework tasks by individuals and groups of students, in the context of a book review or where concerns have been expressed by tutors,
- To work with students and their families to facilitate homework completion where necessary.
- To feedback to the curriculum team on homework issues for their year group.
- To ensure revision skills are taught in each year through the tutorial programme.

### **Role of the Leadership Team**

- To review the homework policy annually.
- To promote the importance of homework across the school and with parents.
- To monitor the regularity and quality of homework set and feedback given across departments, through line management, work scrutiny, departmental reviews and student voice.