



THE LATYMER SCHOOL
Founded 1624

HOMework POLICY

NON-STATUTORY

Policy review by	Curriculum and Standards March 2024
Policy agreed	Full Governors' Meeting, March 2024
Review policy	March 2027 (3 Yearly Review)

The Latymer School Homework Policy

AIMS

Learning at home is an essential part of good education. Regular homework is important, since it serves as an intellectual discipline, establishes study habits, eases time constraints on the amount of curricular material that can be covered in class, and supplements and reinforces work done in school. In addition, it develops student initiative, independence, and responsibility, and brings home and school closer together. It helps students to become confident and independent in their learning.

The aims of the policy are:

- to consolidate, reinforce and extend skills and understanding in work undertaken in lessons
- to enable students to develop the confidence and self-discipline which will encourage independent learning
- to provide opportunities for students to develop their own investigative and study techniques and thus extend their learning
- to help students to develop their time-management and organisational skills
- to manage particular demands of the curriculum including coursework
- to encourage students to take responsibility for their own learning
- to encourage students to make use of resources not necessarily available in the classroom

TIME ALLOCATION

It is difficult to determine how long each student will spend on homework.

The following guidelines are given, and staff are encouraged to set homework in a variety of styles (research, writing, puzzles, revision). However, quality of homework is the key, not the setting of it just for its own sake.

- Y7 / 8 = 45 - 90 mins per day
- Y9 = 1 - 2hrs per day
- Y10/11 = 1.5 – 2.5 hrs per day

This is a **guideline** only and the actual amount will depend on the nature of the task, but students are strongly discouraged from regularly exceeding these amounts.

PROCEDURES

Years 7 to 11: Homework is set for all students in accordance with the homework timetables constructed by the Deputy Head (Curriculum). The homework timetables are available in the relevant file [via Edulink](#).

Years 12 and 13: The students are not given a homework timetable but teaching staff are expected to set work on a regular basis for their teaching groups. Students are expected to read around the subject and consolidate learning independently, developing an approach to learning that will be needed at university. The guideline is an extra hour of homework and independent learning for every taught hour.

In all year groups homework should be set during all weeks of the school year and this includes the last week of each half-term and term. Homework should not normally be set to be completed during holiday time, though students in exam year groups will use this time for revision.

Monitoring

Completion of homework is monitored by subject staff, and when not completed notes will be made in the student planner and / or a referral noted in SIMS. Heads of Learning review the SIMS referral reports every two weeks and pick up on homework issues.

At times, it may be appropriate to set a longer or more time-consuming task to be completed over a number of homeworks, although in these cases guidance will be given to enable students to break down the task into smaller stages so that it is manageable.

Teachers who share classes will liaise over the setting of homework to ensure that the total amount set is manageable for students.

On occasions it may not be appropriate to set homework. More important is that any work set is meaningful.

Enough time will be set aside during the lesson to explain the nature and purpose of the homework, its relevance to on-going learning in the subject and expectations in terms of outcomes, including how it will be assessed.

Planners are provided for all students, in which details of work to be done at home should be recorded. The planner also acts as an important record of work set for parents to view.

Homework will be assessed regularly and in a variety of ways. Assessment will be diagnostic, supportive and identify both strengths (www) and areas for improvement (ebi). Marking will be consistent across the department, in line with the whole school marking policy, and feedback will be given as promptly as possible. Not all homework will be written, and not all will be marked.

Self and peer assessment of homework can benefit students' learning as well as feedback from the teacher, and teachers may also provide opportunities for this where appropriate.

Where possible, time will be allocated in a lesson to the checking of corrected homework and going over aspects of the work so that students learn from the process.

It is expected that students will complete homework to the best of their ability by the deadline set, except where there are serious mitigating circumstances. Any student regularly experiencing difficulty in meeting deadlines is strongly encouraged to discuss the issue with their subject teacher as soon as possible so that support may be put in place. Students who persistently produce unfinished or unsatisfactory work will be monitored by subject teachers and their tutor or Head of Learning and appropriate action taken. Parents will be informed of any problems at an early stage.

HOMEWORK TYPES

Students will have the opportunity to use different learning styles and to develop a range of skills.

Tasks may include:

- Preparing for next lesson by reading, researching, planning, organising discussion or presentation
- Essay writing
- Completing surveys or practical observations or measurements
- Drawing charts or diagrams
- Writing up notes
- Drawing conclusions or answering questions from class work
- Devising puzzles, quizzes, crosswords, games, etc.

- Imaginative writing
- Learning or revision tasks
- Projects or coursework
- Research or investigative work

Sanctions

Years 7 to 11: We are good at providing help and support for our students who are having problems with homework: many teachers provide help before and after school, as well as at break and lunchtimes; the 'Learning Support' team provide help and support in the shape of adult/sixth form mentors, supervised private study, one to one help etc; and we regularly contact parents/carers. Alongside these strategies there is a sliding scale of sanctions appropriate to the level of the homework problem. Students who are not handing in homework on time or not at all in a number of subjects will be supported in a variety of ways.

Level 1: Departments to continue to use their own sanctions (detentions, letters home etc).

Level 2: HODs to place students in whole school detention where they do not respond to Level 1.

Level 3: HOLs/AHOLs to scrutinise the information generated by the fortnightly monitoring in SIMs Assessment Manager and decide if any students need to go on 'Homework report'.

Level 4: HOLs/AHOLs to write home to parents to inform them that there is a widespread problem with homework and put in place attendance at appropriate 'homework clubs'

Level 5: Any students who do not respond to any of Levels 1-4 will be referred to SLT.

SLT should

- undertake regular homework reviews, as part of departmental monitoring.
- annually monitor and evaluate the efficiency and effectiveness of homework policies in consultation with teachers, parents/carers and students.

HOLs should

- ensure that all students have a planner in which to record their homework;
- ensure that the planners are checked systematically by tutors each week;
- regularly check a sample of planners, and report issues to SLT;
- regularly monitor the information provided by the SIMs monitoring sixth form referral systems to inform appropriate intervention and support;
- inform parents when appropriate.

All tutors should

- systematically check the planners each week. In this way tutors can check that all the systems are working: that is that parents have signed for the week's work and that tasks have been set in line with the homework timetable;
- inform their HOL of any issues that arise from the planner checks;
- regularly monitor the information provided by the SIMs referral systems to inform appropriate intervention and support;
- inform their HOL when a pattern emerges.

HODs should

- ensure that homework is an integral part of the curriculum and is planned and prepared alongside all other programmes of learning;
- monitor the range of tasks set for homework, with the aim of keeping the workload of teachers manageable. Other strategies to achieve this objective should also be employed, such as asking students to review their own work in small groups;
- regularly monitor the information provided by the SIMs referral systems to inform appropriate intervention and support;
- inform the tutor and HOL of action taken.

All teaching staff should

- set regular homework according to the homework timetables;
- be careful to ensure that homework time is not regularly used simply for finishing off work carried out in class;
- ensure that adequate time is given to complete the homework;
- avoid overloading the Years 12 and 13 students by regularly liaising with the other teacher sharing the class;
- mark the homework according to the 'Assessment' policy. Homework will be set in a variety of ways to develop different skills, and so assessment and marking of homework will also vary.

All parents/carers should

- provide a reasonably quiet, suitable place in which students can do their homework or help students attend other places where homework can be done, such as homework club;
- make it clear to students that they value homework, and support the school in explaining how it can help them make progress in learning;
- encourage students and praise them on completion of homework;
- expect deadlines to be met and check that they are;
- check that tasks have been set in line with the homework timetable;
- sign the planner once a week;
- inform the school if an issue arises.

All students

- record and ensure their understanding of the homework tasks in the student planner;
- demonstrate a commitment to their homework, and do the best that they can to complete the tasks sets.

MONITORING AND REVIEW

It is the responsibility of each Head of Department to ensure that the Homework Policy is followed consistently by all members of a department. Tutors and Heads of Learning will take an overview of homework for their tutor group or Year Group and will intervene in the case of any student experiencing difficulties with homework.

The overall effectiveness of the Policy will be monitored by the Senior Leadership Team.