



Bramhall High School

Homework

POLICY AND YEAR HOMEWORK TIMETABLES

Updated: 11th July 2017
Review Date: June 2018



Homework is a vital element of preparing for qualifications. Students have the opportunity to study in school between 8am - 4.00 pm in the Learning Resource Centre and Learning Point where they can complete study independently. There is also a newly formed Homework Club.

School Inspection Handbook Ofsted: Quality of Teaching –

“Teachers use well-judged and often imaginative teaching strategies, including setting appropriate Homework that, together with clearly directed and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum.”

Without any doubt, students who are successful at A-level and at GCSE are those who have highly developed independent learning skills, have the capacity to lead the learning process through their own questions and ideas and, crucially, are resilient and resourceful enough to get over the many barriers along the way. A strong culture of homework in any class or school is central to developing these skills.

At Bramhall High School, homework will make the learning experience active, challenging and engaging for all in line with our Teaching and Learning Policy. Homework will follow these expectations and be part of the development process that allows pupils to become independent self-learners.

Homework will feed into lessons and provides exciting opportunities for student-led learning and creativity. There is an assumption that all Homework needs to be teacher-marked. However some homework may provide an opportunity for peer discussion and assessment. At all times the point about Homework is to offer learning opportunities and generate a culture of high expectations.

The best Homework tasks exhibit five characteristics.

- First, the task has a clear academic purpose, such as practice, checking for understanding, or applying knowledge or skills.
- Second, the task efficiently demonstrates student learning.
- Third, the task promotes ownership by offering choices and being personally relevant.
- Fourth, the task instills a sense of competence—the student can successfully complete it without help.
- Last, the task is aesthetically pleasing—it appears enjoyable and interesting (Vatterott, 2009).

“The question about Homework is therefore not should we or not, or even how much or when, but about its purpose, its value to the learning process and to the development of the pupils understanding and conceptual connectivity. Effective Homework setting and completion adds value to the learning process.” (Vatterott 2009)

<p>Different kinds of Homework</p>	<ul style="list-style-type: none"> i. Numeracy and Literacy are important elements of Homework ii. Homework may also involve finding out, observing and recording observations and solving problems. iii. In many areas of the curriculum Homework will involve practical work such as drawing, painting and making things.
<p>Amount of Homework</p>	<p>Government recommendations regarding the length of time a student should be spending on Homework each night have been removed. It is still considered prudent however to consider these when setting Homework.</p> <ul style="list-style-type: none"> • Time spent on Homework will vary depending on the student. • At certain times of the year, the amount of Homework will vary due to additional considerations (such as external examinations.) <p>In Key Stage 3 (Years 7 and 8): Students will receive Homework in Mathematics, English, once per week and Homework in all others once per fortnight.</p> <p>In Key Stage 3 the expected norm per subject is:</p> <ul style="list-style-type: none"> • Year 7 30 minutes • Year 8 45 minutes • Students are expected to be undertaking wider reading. <p>In Key Stage 4 (Year 9, 10 and 11): Students will receive Homework in Mathematics, English, MFL, Science and his/her option subjects on average once per week.</p> <p>In Key Stage 4 the expected norm per subject is:</p> <ul style="list-style-type: none"> • Up to 2 hours per week • In addition to homework, students should be revising and researching their GCSEs • Students are expected to be undertaking wider reading.

	<ul style="list-style-type: none"> i. There may be instances where Project Homework is set and this will last several weeks. Where this happens, students are expected to record this Independent Study in their planners for the number of weeks allocated for its completion. ii. SEND /EAL (English as an additional language) students and those who receive other forms of additional support may be given Homework tasks linked to this. Where this happens the staff should ensure that the amount of Independent Study remains manageable for the student concerned.
Setting of Homework	<ul style="list-style-type: none"> i. Homework will be set in accordance with the Homework Timetable and in conjunction with professional judgement / appropriateness. ii. Students should log into Show My Homework iii. The teacher will ensure that there is an accurate record of the Homework task and a clear submission date for the work on the electronic system. iv. Longer completion times may be used in order to assist the student to spread his/her workload. Project Work to the end of the given time period, 'chunked' into manageable amounts and teachers will check on progress throughout the project. v. Each member of staff should be sensitive to the demands placed on his/her students. Staff will be made aware of Controlled Assessments and examination schedules. All are published on the VLE.
Assessment of Homework	<ul style="list-style-type: none"> i. All Homework will be assessed as per the School Marking Policy. ii. Assessment will be undertaken in many forms.
Rewards and Sanctions	<ul style="list-style-type: none"> i. Rewards and sanctions linked to Homework should be issued as per the Bramhall Way and the practice exemplified in the staff handbook.

Developing the Effectiveness of Homework

Staff	Action	Outcome	Monitored by
Student	<p>Log on and use Show My Homework</p> <p>Complete and submit set assignments as per deadline</p> <p>Evaluate their performance</p> <p>Discuss assignments with parent/carer</p>	<p>Extend their individual learning.</p> <p>Evaluate the learning from the assignment in relation to their individual progress</p>	<p>Subject Teacher, parent/carer (Weekly / fortnightly as appropriate)</p> <p>QA by Subject Leader, Leader in Learning,</p>
Parent/carer	<p>Provide an appropriate space for completing homework.</p> <p>Encourage their pupils to complete homework on time and take an active interest in tasks set.</p>	<p>Support their child in developing their learning</p> <p>Communicate with the subject teacher any issues with completing the task</p>	<p>Subject Leader, Learning Mentor, SENCO (Weekly / fortnightly as appropriate)</p> <p>QA by Leader in Learning, Director of House</p>
Subject Teacher	<p>Plan appropriate tasks for homework as part of the learning experience</p> <p>Assess/mark/acknowledge completion of work promptly and contribute to the learning dialogue between pupil, home and teacher.</p> <p>Keep a record of homework tasks as part of a lesson plan.</p>	<p>Homework assignments are planned and differentiated to challenge and extend the learning of the student</p> <p>Differentiated activities are provided for SEN and most able students</p> <p>Guidance provided to parents and there is an</p>	<p>Subject Leader (Fortnightly as appropriate)</p> <p>QA by Leader in Learning, Director of House</p>

	Adhere to the published homework timetable recommendations	appropriate acknowledgement of parental comments.	
Core Tutor	<p>Check that Show My Homework for your Core Group.</p> <p>Record any communication from parent/carer regarding homework.</p>	<p>Issues with non-recording and / or non-completion of homework assignments are discussed with pupil.</p> <p>Provide advice to pupils on study skills and procedures for completion of homework (use of LRC / Learning Point etc.)</p> <p>Communicate with parent/carer to remove barriers to learning.</p>	<p>Student Support Leader (Fortnightly as appropriate)</p> <p>QA by Leader in Learning, Director of House</p>
Subject Leader	<p>Plan appropriate tasks for homework as part of the learning experience in the MTP.</p> <p>Plan and monitor the appropriateness of the challenge and differentiated nature of the learning being set.</p> <p>Monitor the appropriateness of homework assignments in relation to the topic and homework policy</p>	<p>All members of the department will be aware of :</p> <ul style="list-style-type: none"> • The place of homework within the Learning priorities and practices of the school • When homework will be set. • How much homework should be set? • Types of homework used. • Place of homework in the scheme of work. • Rewards and incentives for homework. 	<p>SLT Line manager</p> <p>QA by Leader in Learning, Deep Learning</p>

		<ul style="list-style-type: none"> Sanctions for unsatisfactory work. 	
Leader in Learning	<p>Monitor the challenge and appropriateness of homework assignments for SEND, PP and most able subgroups.</p> <p>Check Show My homework and books for completion of homework</p>	<p>Learning Walks, student voice and work scrutiny show challenge and opportunities for active learning.</p> <p>Written feedback extends the learning dialogue between pupil and teacher.</p>	<p>Teaching and Learning Team</p> <p>QA by SLT</p>
SLT Link	<p>Monitor the recording of homework on/in:</p> <ul style="list-style-type: none"> Show My Homework <p>Monitor homework through LMA discussion with Subject Leaders</p>	<p>Student voice and Show My Homework show appropriate differentiated tasks and activities are set and completed</p>	<p>Report to Full SLT (Fortnightly as appropriate)</p>
Curriculum Co-ordinator	<p>Audit homework assignments on MTP and lesson planning</p> <p>Support departments in planning appropriate cross-curricular and extended learning opportunities outside of the classroom.</p>	<p>Homework is challenging, differentiated and engaging.</p> <p>Homework plays a significant part in encouraging high ambitions and independent learning.</p> <p>Develop the use of new technologies to support learning.</p>	<p>Curriculum Deputy (NAJ) (Monthly as appropriate)</p> <p>QA by SLT</p>
Progress Tracker	<p>Provide progress data on subgroup with particular relevance to narrowing the gap for Pupil Premium and extending most able pupils</p>	<p>Achievement gap for PP pupils narrows to show achievement in line with others in schools</p>	<p>Assessment AHT (JOL) (Every tracking report)</p> <p>QA by SLT</p>
Progress Leader - HOY	<p>Monitor the completion of assignments being set for subgroup students including SEND, PP and most able pupils</p>	<p>Pupil voice and work scrutiny show the SEND pupils are being challenged with appropriately</p>	<p>QA by Assistant Headteacher (Fortnightly)</p>

	Conduct pupil voice into determining barriers to completion	differentiated tasks that extend the pupils learning. Inappropriate homework assignments tackled with Subject Leaders and Director of House.	as appropriate)
Learning Mentor	Monitor the appropriateness of assignments being set for Pupil Premium pupils Provide study skills advice, support and resources to remove barriers to homework learning. Provide a suitable space and time for Pupil Premium pupils to complete assignments.	Pupil voice show the PP pupils are being completing assignments and are being challenged with appropriately differentiated tasks that will narrow the gap. Learning Point provides a base for homework study	Learning and Teaching Team
SENCO	Monitor the appropriateness of assignments being set for SEND pupils	Pupil voice and work scrutiny show the SEND pupils are being challenged with appropriately differentiated tasks that extend the pupils learning.	CLL

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Senior Members of Staff Responsible

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