



HOMework POLICY

Introduction

Homework is an important part of the learning process, the emphasis of which is to help pupils learn rather than on the length of time it takes to complete. The purpose and quality of homework is more important than the amount set. Homework can be defined as any work or activity which pupils are asked to do outside lesson time, usually undertaken at home.

Homework can take a variety of forms across different subjects and during the course of the year within a subject. Homework should not regularly be simply “finishing off” work carried out in class. This can often place too heavy a demand on some children and too light a demand on others. Homework tasks should have a clear objective, linked to the scheme of work being covered. At The Laurels School we believe that the purposes of homework include:

- Encouraging pupils to develop the skill, confidence and motivation needed to study effectively on their own.
- Consolidating and reinforcing skills and understanding learned at school.
- Extending learning, for example, through additional reading.
- Learning how to manage work demands.

It is the responsibility of teachers to set homework regularly. There is a homework timetable set by the Assistant Head at The Laurels School designed to enable pupils to manage their homework workload.

Homework is set regularly in all subjects; at least once a week depending on the number of lessons timetabled for that subject. In Years 7 - 11 pupils are given a homework timetable early in the first term showing the day homework is set in a particular subject and the time allowed before the work is due back to the teacher. All subjects allow more than one evening to complete the work and there is the opportunity for pupils to clarify any problem or lack of understanding with the teacher, if necessary. The supervised study period after the school day is an opportunity for pupils to do their homework using the resources at school (see The Laurels Timing of the School Day). Attendance at the supervised study period is optional for pupils at The Laurels School but may be proposed by the school, if deemed appropriate.

The amount and frequency of work set will vary through the course but will increase as non-examined assessment deadlines and examinations approach. These timings and frequency are intended as a guide. There may be occasions where homework is set less frequently depending on where teachers are within a particular topic. For subjects such as English, Geography, History for example, flexibility is required in the length and frequency of the work set. On occasion shorter, more frequent tasks may be required to help girls break down a much larger piece of work. It will also be necessary to set longer, more involved homework that allows the girls opportunities for research, independent thinking and to consolidate their learning. Where this is necessary, an appropriate amount of time will be given to pupils to complete the task and with clear guidelines as to expectations for the extent and quality of the piece of work.

In the Sixth Form the amount of additional study required will depend on the girl's individual programme. It is a school recommendation that Sixth Form pupils spend the same amount of time studying outside the classroom as the time spent in class for each subject. This is approximately 5 hours per week per subject. This works out to approximately 3 hours per day, but this will vary over the course, and individuals may be required to apply more time in specific subjects in order to keep abreast of the course. The additional study completed by sixth-form students will be a mix of personal review and preparation for previous and future lessons, teacher-set work, revision of previously assessed assignments, and revision and examination paper practice. Other tasks should be undertaken as appropriate. Students working towards the Extended Project Qualification will also complete 60-90 hours of work on this project over the course of the Lower Sixth.

When homework is not submitted, is incomplete or is of an insufficient standard, the subject teacher records this on the school management system. An alert is sent to the pupil's tutor and to parents. When three records across all subjects have been logged, the pupil is given a one-hour detention the following week supervised by the Director of Behaviour for Learning/Library supervisor. Parents are informed in an email from the Director of Behaviour for Learning and asked to respond to acknowledge receipt.

Pupils are given a school planner at the beginning of the year where work is recorded; pupils record their homework carefully and accurately, and Form Teachers check planners. Google Classroom is used regularly to set homework and monitor homework.

Successful homework depends on a partnership between parents, teacher, and pupil. If a child is to be successful in school and develop her talents to the full, an effective partnership between pupil, parents and school needs to be developed. Subject teachers will play their part in that partnership by setting and assessing homework. Clearly, pupils must make every effort to complete homework to the best of their ability. Parents can provide the most important part of the partnership by supporting their child with homework. This can be done, for example, by:

- Providing a peaceful, suitable place to do homework, away from distractions.
- Making it clear that they value homework and support the school in explaining how homework will help the child's progress.
- Encouraging their child and praising her when she completes homework to the best of her ability.
- Making it clear that they expect their child to meet the deadline set and checking that she has completed the work on time.

This policy is reviewed biannually.

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