

# HOMEWORK POLICY

## Rationale

Properly designed homework can play a valuable part in a pupil's education. Research studies here and abroad have shown that the regular setting and marking of homework are associated with good education and effective schools. They found that successful homework shared a number of characteristics, all of which derived from the relationship of homework to curricular objectives.

1. Homework was interpreted and implemented within flexible guidelines, making allowance for widely differing circumstances including age, ability, home conditions and other demands on pupils' time.
2. Successful homework was related to the quality rather than the quantity of the set assignments, reflecting the diversity and extending the value of the best practice found in the classroom.
3. Successful homework was more likely to occur as a result of a school homework policy devised as part of its general policy on the curriculum than when left solely to the initiative of individual teachers.

## Objectives

It is the intention of the governors that homework at Sheldon School should:

- i) Encourage pupils to develop the practice of independent study.
- ii) Develop perseverance and self-discipline.
- iii) Allow practice where it is needed of skills learned in the classroom.
- iv) Permit more ground to be covered and more rapid progress to be made by pupils.
- v) Enable classwork to concentrate on those activities requiring the teacher's presence.
- vi) Open up areas of study and make possible the use of materials and sources of information that are not accessible in the classroom.
- vii) Involve parents and other adults in pupils' work.

## Guidelines

Subject teachers will:

- i) Set appropriate homework regularly according to the homework timetable and ensure that it is included with any work set in their absence.
- ii) Allow time during the lesson for pupils to write down their homework in planners.
- iii) Take time to talk to pupils about the homework assignment and the expectations it places upon them.

- iv) Make sure that the homework is closely integrated with and reinforces classwork and has clear curricular objectives.
- v) Not accept inferior handwriting or presentation where the work is of a formal nature; they will apply the same standards as they would for classwork.
- vi) Encourage the use of a fountain pen or rollerball for formal written work.
- vii) Encourage the use of ICT as deemed appropriate by teachers.
- viii) Keep careful records of the homework assignments they set to their teaching groups.
- ix) Respond to the homework assignment at the first possible opportunity, either by marking it, instituting discussion or whatever other follow-up is appropriate.
- x) Take an early opportunity to discuss any child who appears to be having difficulty in satisfactorily completing homework assignments with the group tutor or the head of year.
- xi) Involve parents in homework assignments as fully as possible, bearing in mind that it forms one of the school's most important means of home/school liaison.

Tutors will:

- i) Check weekly that homework assignments are properly entered into the planner.
- ii) For Years 7-11 make sure that pupils have their planners signed weekly by their parents. Tutors will also countersign diaries weekly.
- iii) Monitor that homework is regularly being set to their groups and refer problems arising from the setting and completion of homework to relevant staff.

May 2008

Next review: March 2011