

## MANCHESTER CREATIVE AND MEDIA ACADEMY

<b>Name</b>	<b>Homework Policy</b>
<b>Approved by</b>	<b>Curriculum, Standards &amp; Learning sub-committee</b>
<b>Policy Created</b>	<b>September 2015</b>
<b>Review</b>	<b>1 year</b>
<b>All policies are available to stakeholders either on the Academy website or upon request from the Academy's Main office.</b>	

### INTRODUCTION

This policy statement has been produced on the basis of consultation with staff. It is designed to provide a coherent framework from which departments can develop a consistent and effective approach to homework, taking into consideration students of all ages and levels of ability.

At MCMA we believe homework is important in:

- reinforcing positive attitudes to learning
- encouraging self organisation and self discipline
- reinforcing, broadening and extending the school curriculum
- developing academy/home partnerships
- preparing students for life opportunities and experiences
- developing students' social, moral, spiritual and cultural skills
- enabling students to investigate and become involved in the wider community
- improving students' reading, writing, communication and mathematical skills

Homework is work that is set to be done outside the timetabled curriculum. It contains an element of independent study in that it is not usually directly supervised by a teacher. It is critical to raising student achievement. Not all homework is done at home; in fact, for some students who find it hard to work at home, or for some tasks which may require resources (books, software, equipment) more readily available at school, it is necessary or desirable to carry out the task at school. Homework enhances student learning, improves achievement and develops students' independent learning skills and as such is an integral part of the curriculum. It requires careful planning and integration into the scheme of work of each curriculum area.

### The purposes of homework

- To encourage students to develop the practice of independent study.
- To develop perseverance and self-discipline; to develop in students a sense of responsibility for, and commitment to, their own learning
- To encourage students to have positive attitudes to learning; to become active learners who seek to improve their work and deepen their understanding
- To involve parents in the educational process and provide an insight into the work of the student
- To enable students to learn through the practice of skills acquired in the classroom.
- To reinforce classwork and consolidate learning
- To permit more rapid progress to be made by each individual; to promote quiet reflection on the work covered in the lesson.
- To enable class work to concentrate on those activities requiring the teacher's presence.

- To encourage students to investigate topics of study in depth, particularly through the use of effective follow-up questions.
- To open up areas of study and to make possible the use of materials and sources available outside the classroom.
- To encourage students to enjoy the skills, concepts and experiences related to each subject.
- To encourage students to talk, discuss and research using the rich variety of resources which our community can provide.

### **Incentives**

High quality homework and a good work ethos should be sensitively praised in class. Where appropriate, homework should be included in display work. **P** points for PRIDE/postcards home should be awarded for exceptional pieces of work or for consistently handing in homework by deadlines.

### **Principles underlying homework policy & practice**

1. Homework should be carefully planned and be an integral part of classwork / coursework
2. Homework should be differentiated to meet the needs of individual students
3. Students should be adequately prepared for the completion of tasks set
4. Homework should be issued to all year groups, in all subjects and to all students; by doing so, we show our high expectations ***of all students***
5. Homework should be issued in appropriate quantities and completion dates should be both clear and reasonable
6. The expectation of the length or type of homework will depend on: the curriculum time for each subject; the nature of the work; the ability of the student, and the particular year group.

### **Responsibilities**

#### ***The role of the student is to:***

- listen to homework instructions in class.
- copy down instructions for the task and deadline date into the planner.
- meet the expectation of staff that homework is completed and handed in to meet the deadline.
- attempt all work and give their best
- make use of the support available to them
- inform the class teacher of any difficulties before the lesson where it is due in
- use their student council representative to provide constructive feedback

#### ***The role of the Pastoral team***

- The HoY/AHoY will take an active role by monitoring planners on entry to the weekly assembly and by ensuring form checks are carried out by tutors which include the checking of each student's planner for the recording and completion of homework
- Form tutors will include homework in form activities and teach revision strategies / provide support and follow the pastoral timetable for form times so that all students receive homework help, support and guidance
- Form tutors see that homework is being set and recorded & check that the planner is being signed by the parent/carer weekly; where the planner has not been signed, form tutors will follow this up the next day and contact home if there is a repeated problem
- Form tutors will note and respond to any comments written in diaries by parents
- Form tutors will monitor PPN students who trigger homework report and have students on report, working with the student and family to make sure homework is completed
- Pastoral leads will include assemblies for whole year groups on the importance of homework and provide regular information to their year groups about how to access homework help in school

***The role of the Head of Department is to:***

- quality assure homework through work scrutinies and lesson observations; where homework is not of a sufficient quality, frequency or is not supporting learning or being marked and returned, the HOD will take steps to address this with individual member of their teams.
- ensure homeworks are clear on each Medium term plan and that all students in their subjects are being treated equally
- use departmental time each term to share and discuss best practice regarding homework
- feature homework on corridor displays
- make homework important in their departments

***The role of the Learning Support Unit:***

- provide homework support for SEND / EAL students who trigger H2 detention and supervise its completion
- monitor SEND/EAL students who trigger homework report and have students on report, working with the student and family to make sure homework is completed
- support homework help as part of duties

***The Role of additional adults to support homework***

- In class support for SEND/EAL students should be used to ensure that homework is recorded accurately and check understanding
- remind students of homework help

***The role of the Academic Mentoring Team is to:***

- monitor PPY students who trigger homework report and have students on report, working with the student and family to make sure homework is completed
- run a daily homework detention for students who trigger this intervention as part of the duty rota
- be responsible for a year group's homework data and follow the escalation systems for missing/incomplete homework
- inform parents/carers by a warning letter at x5H1 to encourage attendance to homework help
- inform parents/carers by letter at x 10 x 10H1 and issue an H2 formal homework detention
- refer students who fail to complete x2 Hw2 detentions with an H3 and arrange parental meetings.
- provide a weekly update to FT, AHOY/HOY of homework points
- reward 100% homework completion – student voice to agree rewards
- promote Homework Help via screens / boards and assemblies
- Lead the homework reporting system in their year group (including PPY students on daily report)
- Lead parental meetings for students where homework is a concern
- report to academic board meetings on homework completion of selected students

***The role of SLT is to:***

- provide a homework strategy in consultation with staff (SHA)
- provide support for the development of homework programmes in departments (SHA/SLT)
- take responsibility for informing parents of the whole academy policy through the use of the academy website (SHA) and an information booklet/parental sessions (DCH)
- ensure accountability for standards, completion and practices of homework in individual departments is in adherence with this policy through line management meetings with HODs

***The role of the Principal:***

- to ensure through the line management of the VP T&L that the homework policy is embedded firmly in departmental provision and that provision is regularly monitored and reviewed
- to ensure that homework is reported on to parents

### ***The role of the teacher is to:***

- set homework according to the timetable.
- provide the stimulus.
- give full and comprehensive instructions.
- set deadlines for completed work and ensure that they are met.
- mark and return all homework
- provide help and support.
- inform the HOD & Academic mentoring team (& Tutor and Head of Year if appropriate) when problems arise.
- take into consideration the needs, age range and abilities of students when planning and setting homework tasks
- differentiate to ensure all students can record access & complete tasks
- provide stretch and challenge for our more able learners (see below)
- record missing or incomplete homework and the task clearly onto SIMS on the day of the missed deadline as an H1
- make sure homework:
  - is a planned element of class work
  - takes into account the ability range and the variation in resources available to students
  - tasks are varied, challenging and interesting

HoDs will also play a key role in monitoring the quality and standard of homework within the faculty and will quality assure homework through work scrutinies and lesson observations

### ***The role of the Parents/Carers***

Parents/carers should appreciate that homework is an important activity and that they have a key role to play in ensuring that homework will be completed to the best of their child's ability. The role of the parent/carer is crucial if a child is to gain success from homework. Parents can reinforce its value through positive feedback which will give students the confidence to persevere, work hard and reach high standards of achievement.

Parents should assist by:

- providing a quiet place to work
- checking the time spent on individual tasks
- checking presentation and content of all homework being returned to school
- signing their child's planner each week
- providing the school with information about any problems through the homework planner or by contacting the school directly through the Academic Mentoring team
- ensuring their child attends homework help
- supporting their child and the academy by ensuring their child attends H2 formal homework detention should this be necessary
- signing and checking their child's homework report
- making sure their child brings a bag to school so that work can be transported from school and back safely.

### **Reporting to parents**

Reports at every stage will show the number of missed homeworks (H1s) accrued to that point in the academic year alongside attendance, achievement and behaviour figures. Through the annual full report to parents, teachers should be encouraged to provide a written comment on the quality and consistency of homework throughout the year although there will be a multiple choice for each subject teacher to choose to report on to parents: see appendix 5

## **Monitoring & Evaluation**

Homework will be a permanent feature of both Academy and Departmental Development Plans. The VP T&L is responsible for monitoring the implementation of the policy across the academy and for identifying and disseminating good practice. Evaluating the policy will involve consultation with staff, parents/carers and students. All staff should be involved in monitoring and evaluating the effectiveness of homework programmes.

## **Homework Help**

The academy will provide a quiet space, before school, at lunchtimes and at the end of the day for students from all year groups to complete homework; it will be supervised by staff who are able to support students across the range of subjects in the academy. It will be resourced with online access, printing access and other materials to support students who may not have access to such materials at home

## **Homework Tasks**

Homework can take a variety of forms, including:

- Extension of work begun in class, for example, another two paragraphs on....
- Follow up work from assessments in ensuring that the student learns from errors
- Written tasks
- Note-taking and writing up notes taken in lessons;
- Reading
- Learning – for example: facts, vocabulary, spellings; or memorising what has been learned in class
- Completing coursework
- Research
- Drawing or design work
- Preparing for discussions or presentations
- On-line learning
- Answering questions
- Completing worksheets
- Revising for tests and exams

**Homework provision for the more able learner** – the more able learner's needs or indeed any student will be challenged more effectively when the student is:

- encouraged to undertake personal research
- given opportunities to follow personal interest pathways
- given access to resources in school and the wider community
- given opportunity to work alongside similar ability students
- given an element of control over nature / starting points or direction of homework study
- given opportunity to present findings in different ways and to their peers
- allocated extra time to enable in depth study
- supported through teacher direction / guidance towards next steps
- rewarded/praised for independent study
- given tasks which are:
  - open ended and promote imagination
  - research based and promote enquiry
  - involve investigative skills
  - promote self-reflection
  - involve collaboration
  - monitored closely by class teachers
  - sometimes spontaneous as they may present a sudden aptitude or curiosity

## **Good practice homework checklist**

### Routine

- ✓ homework is issued at the start of the lesson
- ✓ homework is recorded in students' planners
- ✓ homework is recorded in staff planner
- ✓ homework is issued on same day each week/fortnight
- ✓ homework is seen/signed by parent/carer
- ✓ homework is returned on the same day each week/fortnight
- ✓ homework is commented upon using the academy's assessment practices
- ✓ homework is marked and returned promptly
- ✓ H1 is given to denote homework which is not handed in on the day
- ✓ students are rewarded/praised for consistently high standards of standards/effort and completion of homework

### **Procedures to be followed when homework is not completed/returned**

1. homework not handed in on the deadline should be treated as non-completion; it may sometimes be that the teacher extends the deadline at their discretion but this should be in exceptional cases
2. class teachers should record an H1 on the system with a short summary of the task and make sure the student knows this has been recorded
3. note in the student's planner that the homework was not completed
4. class teachers should remind students of when and where this homework can be completed in school and make sure they understand the task – where possible and practicable this should be at the end of the lesson so as not to encroach on the learning of others
5. When a student reaches 5x H1, this will trigger a warning letter home and a letter via the form tutor to the student personally – see appendix 2 and 3
6. The warning letter will encourage the student to attend homework help and warn them that a further 5 missed homeworks will result in a formal detention
7. When a student reaches 10 H1s, the academic mentor for that year group will issue a letter home and a letter to the student via the Form Tutor – please note – neither letter is necessary for the student to be detained, that is, not having received the letter will not be accepted as an excuse for not attending the detention.
8. The academic mentor will publish a daily homework detention list in the Year office window – students are expected to check this list
9. If a student fails to attend 2xH2 then an H3 is issued, parents are invited in. Refusal to attend detentions will be viewed as defiance and the academy's behaviour policy will then be used.

Appendix 1 – reward postcard home – students to design - DCH

Appendix 2 – 5 H1s – warning letter - SHA

Appendix 3 – 10 H1s – an H2 formal detention letter - SHA

Appendix 4- H3 letter/sanction escalation - SHA

Appendix 5 – codes for homework on annual report to parents

1. Standards of homework are excellent; all homework is completed to the best ability and handed in on time
2. Standards of homework are good; homework is completed regularly and to an acceptable standard; there have only been 1 or 2 missed homeworks over the year
3. Standards of homework are not acceptable; homework is inconsistent - there have been a number of occasions when homework has not been handed in or been late or incomplete
4. Standards of homework are a serious cause for concern; homework is rarely completed