

2015 -2018

Homework and Self Supported Study Policy

Llanishen High School

This document contains the specific policy and associated information relating to Self Supported Study at Llanishen High School

Responsible staff member: Mr R Wilson
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RATIONALE

One of Llanishen High School's five published goals is to "Create a commitment to learning as a lifelong activity". Through this Homework and Self supported Study policy we endeavour to:

- provide purposeful activities that develop pupils as independent learners
- reinforce, broaden and extend the school curriculum
- encourage pupils to develop the skills, confidence and motivation needed to study effectively on their own, leading to lifelong learning
- highlight the importance of homework and independent study in consolidating and reinforcing skills developed in the classroom
- sustain the involvement of parents and guardians in the management of pupils' learning and keep them informed about pupils' work, targets and progress

DEFINITION OF HOMEWORK

Homework refers to any learning task which a pupil is asked to do outside the classroom. It should be differentiated according to the ability of individual pupils. Homework may include :

- researching at home and/or in the Learning resource Centre (LRC) using a variety of sources including the internet
- undertaking further examples of tasks undertaken in class to reinforce what has been learned
- a specific self-contained project, exercise or task
- reviewing and revising topics covered in class
- preparation for tasks such as presentations to be delivered in class
- completion of past examination style questions/tasks

RESPONSIBILITY OF PUPILS

All pupils receive a planner in which to record their homework tasks. The homework timetable included in the pupil planner gives guidelines for frequency of homework for each subject.

Pupils are expected to:

- always write down a summary of their homework in their planner and place a reminder on the date the homework is due
- always have their planner with them and get it signed at home by a parent/guardian every week
- complete homework to the best of their ability within the recommended length of time
- manage their time effectively and submit homework on time
- complete work on their own (unless it is a shared task) and not copy others
- find out and complete any homework tasks they have missed due to absence
- ask for help and guidance if they find the task difficult
- resolve issues with homework well in advance of the stated deadline for completion
- get into the habit of designating a regular time for homework each evening and at the weekend
- know that teachers will impose sanctions if they do not complete their homework
- take pride in doing their best

RECOMMENDED TIME FOR HOMEWORK

Pupils need to learn to manage their time so that they complete some homework each evening and at the weekend. The recommended time to be spent on homework is set out in the front sections of the pupil planner and is different for each key stage of learning . Pupils are expected to spend extra time on homework in the run up to exams. As a general principle, teachers do not usually set substantial homework tasks to be completed for the next day.

RESPONSIBILITIES OF PARENTS/GUARDIANS

Parents/guardians are expected to:

- provide an appropriate learning environment, with suitable resources enabling pupils to complete their homework
- strive to give pupils access to computers, internet and printer facilities to enhance the quality of completed tasks
- make it clear to their son or daughter that they value homework and support the school by explaining how homework can help their son or daughter make progress at school
- ensure that pupils do not copy work from other pupils or internet sources (see the school’s Plagiarism Policy – available on the school website)
- encourage and praise pupils when they have completed homework
- check that deadlines are met
- sign the homework planner once a week

RESPONSIBILITIES OF TEACHERS

Teachers are expected to:

- set purposeful, differentiated homework of appropriate duration
- set reasonable deadlines for completion of homework
- set tasks that provide suitable challenge for all pupils
- communicate homework tasks clearly, aiming to avoid setting homework in the final few minutes of the lesson
- ensure all pupils understand the task/activity
- provide advice and support for pupils and parents/guardian on request
- avoid the regular setting of ‘finishing class work’ as a homework task
- outline to pupils that plagiarised work is not acceptable
- monitor the completion of homework by pupils, and give a consequence to pupils who fail to complete their homework on time
- give appropriate formative and summative feedback to pupils on the quality of their work in line with the school’s marking policy and assessment for learning principles.
- promptly mark set tasks and feedback to students within a reasonable timescale

Teachers are *not* expected to mark every piece of homework. For example, as set out in the Marking Policy, self and peer assessment where appropriate. Teachers are encouraged to set a variety of tasks. They can include investigations, research, reading, drawing, interviews, designing, word processing, simple experiments, drafting, revision, essay writing, report writing, model making, preparation for controlled assessments, group and individual presentations.

RESPONSIBILITIES OF SENIOR LEADERS

Senior Leaders are expected to:

- monitor the frequency and quality of homework set as part of scheduled whole school reviews carried out each year.
- support the development and implementation of homework practice across the school through their links with departments

RESPONSIBILITIES OF CURRICULUM & SUBJECT LEADERS

Curriculum & Subject Leaders are expected to:

- ensure that their departmental plans include, realistic and manageable programmes of homework in line with school guidelines
- ensure that the promotion, setting, completion and marking of homework is included in regular monitoring of teaching and learning and departmental self-reviews
- lead their teams in discussing and developing homework tasks
- monitor the setting of homework by all members of their team
- monitor the quality and appropriateness of homework set by their team

RESPONSIBILITIES OF YEAR TEAM LEADERS

Year Team Leaders are expected to:

- support form tutors in monitoring planners
- assist in the monitoring and review of the homework process
- maintain an overview of pupils' cross-curricular homework performance and liaise with parents/guardians and subject teachers/leaders regarding appropriate action

RESPONSIBILITIES OF FORM TUTORS

Form tutors are expected to:

- ensure that pupils in their tutor groups understand the homework schedule and how the school expects the homework planner to be organised
- monitor the completion of the planner by each pupil, its signature by the parent/guardian and themselves sign the planner each week
- alert their year team leader if there are any generic issues with the setting, completion and marking of homework
- help pupils to plan time effectively so that homework is completed on time and to a high standard
- be aware of any pupil with home circumstances that make the completion of homework difficult and encourage such pupils to work after school in the LRC after school or at other appropriate times

CONTROLLED ASSESSMENTS

There is a separate policy on the school website on Controlled Assessments undertaken as part of public examinations.

INDEPENDENT LEARNING STRATEGIES

To ensure that our pupils become more independent in their learning teachers will:

- actively promote the teaching for learning policy and use a varied but balanced range of teaching methods that meet the needs of pupils with different learning styles
- encourage pupils to participate by ensuring they understand their learning objectives and success criteria
- give pupils opportunities to review, record and reflect on their progress
- support assessment for learning through teacher, peer and/or self-assessment
- support assessment for learning through a variety of e-learning resources

All pupils are taught study and independent learning skills at each key stage. At Key Stage 3 this is done as part of the Personal and Social Education Programme. At Key Stage 4 and 5 independent learning skills are taught through the Welsh Baccalaureate programmes. The skills taught at all Key Stages include revision strategies and planning in preparation for tests and examinations. The school holds Super Learner Days to enhance the focus on independent learning.

EXTENDED LEARNING OPPORTUNITIES

Pupils can use a wide range of resources available in the LRC, which is open until an hour after school ends, in addition to lunch and break times. During the year groups of pupils are invited to take part in homework, revision and controlled assessment sessions, where they are offered assistance for a variety of tasks.

The school offers a range of 'out of hours' opportunities for pupils at all levels to extend their learning, including:

- revision sessions provided by departments
- pre exam booster sessions
- achievement and mentoring schemes
- a wide range of clubs and extra curricula activities

Linked policies available on the school website

- [Plagiarism Policy](#)
- [Marking Policy](#)
- [Controlled Assessment Policy](#)
- [Teaching and Learning Policy](#)