

New-Bridge Integrated College Homework Policy

New-Bridge Integrated College regards homework to be important to all students, of all levels and all abilities, within the College. Homework is an integral part of the curriculum and is planned and prepared alongside all other programmes of learning. All students are expected to engage in homework on a regular, daily basis.

Aim

To promote independent learning and to raise academic standards

Purposes of Homework

- To develop the habit of independent study and encourage the student to take responsibility for his/her own learning.
- To consolidate learning from topics taught in school.
- To allow for practising, extending and consolidating work done in class.
- To provide training for students in planning and organising time.
- To develop a range of skills in identifying and using information resources.
- To establish habits of study, concentration and self-discipline and independent learning.
- To strengthen home-school links.
- To reaffirm the role of parents and guardians as partners in education.
- To provide parents and guardians with insights into what is being taught in the classroom and the progress of their children.
- To challenge and extend gifted and talented children.
- To provide the opportunity for the teacher to assess student progress and for the students to learn from constructive feedback.

General Principles - Homework is most beneficial when:

- it reinforces and extends classwork and consolidates basic skills and knowledge
- it is challenging and purposeful, but not so demanding that it has an adverse effect on the students' motivation
- parents and guardians are involved in the formulation and implementation of the school's homework policy
- students take responsibility for their homework, supported by their parents
- it is well coordinated and teacher expectations are well communicated
- it is set on a regular basis and establishes a routine of home study
- teachers set suitable amounts of homework which are varied and at an appropriate level considering the age, stage of schooling and capabilities of students
- it is marked promptly and accurately
- feedback and follow-up are provided regularly to students
- it develops and extends the core learning skills of inquiry and independent study

Recommended time to be spent on homework

Year	8	9	10	11	12
Time	1 hour	1.5 hours	1.5 hours	2 hours	2 hours

in total (i.e. for all homeworks) each night

Types of Homework

The three main types of homework are:

Practice exercises – providing students with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills, including:

- consolidation exercise, e.g. mathematics
- practising for mastery, e.g. drama
- revising information about a current topic
- practising words or phrases learnt in a language other than English
- essay writing

Preparatory homework – providing opportunities for students to gain background information on a unit of study so that they are better prepared for future lessons, including:

- background reading
- reading, e.g. English text for class discussion
- researching topics for a class unit of work
- collecting items, e.g. geometric shapes

Extension assignments – encouraging students to pursue knowledge individually and imaginatively, including:

- writing, e.g. a book review
- making or designing something, e.g. art work
- investigations, e.g. science
- researching, e.g. history, local news
- information and retrieval skills, e.g. finding material on the Internet
- monitoring, e.g. advertising in particular newspapers

Wherever possible homework should recognise the place of technology in today's world and the benefits of using technology such as computers, E-mail and the Internet for organising and accessing information.

Coordination of homework schedule is essential to accommodate competing demands, in regard to homework, assessment tasks, assignments and examination preparation.

Schedules

A **Homework Timetable** is produced for each Year Group in the school (Years 8-12) which will outline a schedule of subjects for each night of the week. Each subject area will provide a realistic homework task to comply with the schedule and expected allocation and this information is given to pupils and sent home to parents. Parents are also provided with **Parental Guidance on How to help with Homeworks**.

Homeworks and Special Needs students

Students who have learning needs are expected to complete homework to the best of their ability.. Individual targets may be set in the IEPs of students.

Planners

Student planners. Students are required to write details of homework for each evening in their Year Books. The Year Book is also a useful communication tool for parents, guardians and teachers. Students should complete homeworks on the night they are set.

Monitoring by staff

Homework should be checked and annotated as soon as completed and marks recorded. A record should be kept of both punctuality and completion. Students need to learn to meet deadlines and need to realise that the punctuality of completion is a skill that is also being measured. It will give students practice in scheduling, a vital skill in independent learning. Sanction procedures are in place for missed homeworks (Positive Behaviour Management Policy). Parents and guardians are invited to read through their children's Year Book each week and sign the appropriate page.

Year Co-ordinators carry out termly **homework monitoring survey** and feedback is provided to Vice Principal and Pastoral Co-ordinator. Monitoring focuses on the following:

- the frequency of homeworks
- is it in line with homework timetables distributed
- type of homeworks

There are times when students should be provided with the opportunity to negotiate the amount, type and timeframes of homework.

Parents and guardians can help by:

- taking an active interest in homework
- reading '**guide for parents – how can I help with homework?**'
- ensuring that there is time set aside for homework
- encouraging and supporting students to complete homework
- providing, where possible, a dedicated place and desk for homework and study
- encouraging their children to read and take an interest in current events
- assisting teachers to monitor homework by signing completed work if requested and being aware of the amount of homework set
- communicating with their children's form tutor any concerns about the nature of homework and their children's approach to the homework
- alerting the school to any domestic or extracurricular activities which may need to be taken into consideration when homework is being set or corrected.

Teachers will help by:

- explaining to students the purpose and benefits of homework
- providing quality homework activities related to classwork
- setting a suitable amount of relevant homework which is appropriate to the ability of each student
- setting tasks which are wide-ranging and structured
- ensuring that students are aware of what is expected of them, and how their work will be assessed
- ensuring students enter homeworks in their Year Books
- entering homeworks into the Teacher Planner
- ensuring adequate time is allowed for the recording of homeworks in planners - write homeworks on board
- giving students sufficient time to complete their homework, taking into account, as far as possible, competing home obligations and extracurricular activities and homework set by other teachers
- marking homework promptly and appropriately, maintaining homework records and providing feedback to students and parents or guardians
- alerting parents or guardians of any developing problems concerning their children's homework and suggesting strategies that they can use
- encourage use of After School Homework Club (Tues, Wed, Thurs)
- **reward good homeworks and improved effort**
- follow Whole School Marking Policy Guidelines and departmental marking policy.

The Year Co-ordinator will help by:

- Drawing up the homework timetable, in consultation with staff and disseminating to parents.
- Supporting the Subject teacher and subject teacher in ensuring that homeworks are completed.

The Vice Principal

- Supporting students in Stage 3 of Behaviour Module, with intervention strategies to improve homeworks – ‘Referral System in place’
- Match students up with Senior Mentors for after school homework club
- Monitor the quality of homework on an ongoing basis, with a formal review of a sample of books from each year group at least once a term
- Disseminate good practice regarding homeworks
- Reward good homeworks where possible.
- In consultation with Pastoral Co-ordinators in the review of homework policy and consult with staff and parents.
- Promote use of VLE for homework support

Students can help by:

- being aware of the importance of homework
- recording and ensuring their understanding of the homework tasks
- completing homework within the given time frame and to the highest standard using the agreed rules for presentation
- seeking assistance from teachers and parents or guardians when difficulties arise
- ensuring homework is of a high standard
- organising their time to ensure that sufficient time is given to quality homework within set deadlines

Failure to hand in homework is outlined in Behaviour Policy, where role of class teacher, form tutor, Year Co-ordinator, Pastoral Co-ordinator and Vice Principal is clearly outlined.

Monitoring, Evaluation and Review

The impact of the policy on students’ learning will be evaluated at the end of each term. As part of this evaluation, the views of students and parents will be sought.

