



# Ulverston Victoria High School

## POLICIES

### Homework Policy

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# Homework Policy

## Definition

Homework includes relevant tasks or activities selected by the teacher or student, to be completed outside lessons. While it may usually be done at home, it may also take the form of supported study/self-directed study clubs/catch up etc.

## General Aims

- To encourage students to develop personal responsibility for life-long learning.
- To give students the opportunity to develop research skills.
- To review and extend classroom learning.
- To help teachers monitor the effectiveness of teaching and learning.
- To guide revision for assessment purposes.
- To allow the completion of tasks which go beyond the time available in lessons in terms of scope, depth or challenge.
- To provide an opportunity for parents to become involved in their child's education by encouraging and supervising their independent work.

## A Parent's Introduction to Self-Directed Study

- Year 7 parents, as part of the induction process, will be sent an introductory guide to UVHS homework and will have the opportunity to discuss this at their induction meeting.
- Parents of other year groups will be able to access the guide via the school website and school planner.

## Good Homework

- **Purpose:**
  - Homework should be SMART: Specific, meaningful, achievable, relevant and timely.
  - Teachers should assign homework when it has a specific purpose, rather than as a matter of routine.
  - Homework should be directly relevant to the learning taking place and there should be a clear link to the scheme of work being followed.
  - Whilst in some subject areas students benefit from regular homework, in others they will complete extended pieces of work which will develop the depth and breadth of their learning and understanding over a longer period.
  - Homework should be active rather than passive, and there should be clear instructions given to support students in its completion.
  - It is expected that success criteria and supporting resources should be provided to enable all students to complete self-directed study effectively.

- **Efficiency:**

- Homework should not take an "inordinate" amount of time nor should it be set simply to fill time.
- A range of self-directed tasks may be set, including reading and research etc.
- Extended projects should be calendared in consultation with other departments at an annual self-directed study calendar meeting in the summer term. These should include clear timescales for completing units of the task.
- Homework should always be marked and feedback given. This should be done within a specified timeframe which is shared with students.
- Use of OneNote, where appropriate, will allow parents to see the homework set.

- **Ownership:**

- Students' motivation is linked to how connected they feel to the content. Providing students with a choice in self-directed study assignments, where appropriate, or connecting assignments to students' interests can create a sense of ownership.
- In some subjects this choice can be linked to effectively differentiated work.
- Parents will be made aware that there is no weekly self-directed study timetable, but will be given the annual homework calendar for given subjects. We encourage parents to advise us of any concerns regarding their child's homework.

- **Students' competence:**

- Homework should be differentiated by ability level, so that all students feel competent and confident completing it.
- Homework should be another opportunity for students to feel positive about their work and experience success.
- Students should be encouraged to make effective use of homework club and other support mechanisms.
- Some students with SEN may have homework tasks set by Townlands based on literacy, numeracy and functional skills which they are able to access and enjoy completing.

- **Aesthetic appeal:**

- The content of the work set should always be the primary focus, however it is also important to consider the appearance of the work set, especially to support students with barriers to learning.