



Walthamstow Academy

WALTHAMSTOW ACADEMY

HOMEWORK POLICY-DRAFT



Date Policy signed off	DRAFT COPY TO BE SIGNED AT NEXT LGB MEETING FEBRUARY 2018	
Signed off by:	Name: Emma Skae Role: Principal	Name: Geoff Skewes Role: Chair of Governors
Date of review	February 2020	



Homework Policy

Policy:

Walthamstow Academy believes that well planned homework activities make an important contribution to each student's learning experiences. Homework will be set regularly and students encouraged to develop good learning habits and skills of independent learning, self-discipline and time management skills. Homework should reinforce and build upon skills, techniques and knowledge learned in class and can be used to prepare students for the next lesson. Homework should be used as a vehicle to enable parents/carers to become involved in aspects of students' learning. Homework should provide opportunities to extend learning for stretch and challenge and to support the progress of all students. Homework activities set should always be well planned and linked to lesson plans and schemes of work, be engaging, challenging and differentiated to each student's needs.

Practice:

Homework activities will differ greatly between subjects and years but may include learning activities such as: factual and imaginative writing, reading, researching, online platforms such as Hegarty Maths or Tassamoi in Science, learning and revising, information retrieval, illustration, extended pieces of writing, flipped learning, drafting, project and coursework, investigations and experimentation, modelling, observation, composition. Extended homework activities are acceptable but these must be structured for students and interim checkpoints must be identified by the department.

The amount of homework set each day by the Academy is not rigidly controlled but will be in line with national Government recommendations:

- **Year 7-8** **45 to 90 minutes per school day**
- **Year 9** **1 to 2 hours per school day**
- **Year 10-11** **1½ to 2½ hours per school day**
- **Year 12-13** **2 to 3 hours per school day**

On some days the total may be less than these amounts but total amounts should rarely exceed these levels. The homework due date should always allow time for students to request assistance from staff and for consideration that multiple homeworks may be set from other subjects. The homework rota for each year group should be used to ensure that students have their homework spread over the week. The homework rotas will be shared on the Academy website. <http://www.walthamstow-academy.org/Students/Homework>



Expectations, Roles and Responsibilities

Subject/Curriculum Leaders will:

- Determine a range of homework activities, consistent with and identified within schemes of work.
- Quality assure homework set by members of the department to ensure the quality is as high as the work that is set as part of the scheme of work.
- Quality assure that staff are using the homework rotas and allowing enough time for students to ask for support if needed and to then complete the work set.
- Quality assure students' work to ensure constructive feedback given on how to improve in line with the Academy assessment and marking policy.
- Ensure all members of their department are posting work to Google Classroom in plenty of time for students to complete the work by the due date set.
- Include guidance to all staff in their department on how to use subject specific online platforms where available eg Hegarty in Maths, Tassomai in Science and ensure all classes of students have log in details.

Classroom teachers will:

- Set homework regularly in line with the homework rota, departmental schemes of work and year guidelines for amount/type of homework.
- Ensure students are clear on what is expected of them from the work set.
- Give homework during the lesson with enough time for a full explanation of the work set and for the students to write the details in the planner.
- Include guidance and links to use subject specific online platforms where available eg Hegarty in Maths, Tassomai in Science and ensure all students have log in details by referring them to the Subject Leader if an issue.
- Ensure homework meets learning objectives as set out in the scheme of work, whilst being accessible but challenging for all students.
- Give clear instructions, ensuring these are written into the students' diaries at the start of the lesson, with the subject and due date clear.
- Ensure that students have all the resources they need to complete the tasks. This should be shared on Google Classroom and uploaded in plenty of time for students to access.
- Monitor completion and quality of homework.
- Give constructive feedback through teacher/peer/self assessment.
- Give appropriate rewards.
- Use the Academy behaviour policy for incomplete or poor quality work and involve Parents/Carers where necessary.
- Share homeworks set with the LSAs that support in their lessons where appropriate, so that the LSAs can ensure students they support are clear on the tasks set and the resources required.



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- Use the homework pedagogical booklet, to evaluate and improve own practice.

Learning support assistants should:

- Support the SEN students in class to write the homework set with the details needed in their planners.
- Support SEN students so that they are clear on the tasks set and the resources required.
- Where offering additional support in homework club, seek out the students that should be attending and monitor their attendance, refer back to the classroom teacher if of a concern.
- Feedback to the classroom teacher with suggestions on how to adapt homeworks for SEN students from their knowledge of the students and their specific needs.

Students will be encouraged to:

- Write clearly in their diary the subject, homework set and due date.
- Make sure they understand what needs to be done, if not, to ask their teacher in advance of the due date.
- Set aside a regular time for homework.
- Complete all homework to the best of their ability.
- Meet deadlines for homework.
- Refer to Google Classroom for information on the work set and for additional resources where stated by the teacher.
- Make use of the homework clubs on offer. See the website for details of timings. <http://www.walthamstow-academy.org/Students/Extra-Curricular>
- Use the library as a study space at break, lunch and after school until 4.15pm Monday to Thursday and until 4pm on a Friday to complete homework set.

Parents should:

- Encourage their child to organise school materials and equipment.
- Set up a work friendly area, giving their child a well lit place to complete homework.
- Regularly monitor, at least weekly, their child's planners and Google Classroom to see work set and to contact the Academy if necessary.
- Schedule a regular study time each day for their child to complete work.
- Help their child to make a work plan, breaking up work into manageable chunks.



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- Keep distractions to a minimum, ensuring the television, loud music or their mobile phone is not distracting their child from completing the work.
- Monitor their child's completion of the work, asking questions about the work and offer support in revision of any upcoming tests, including testing their child on the knowledge required.
- Give encouragement to their child, checking completed work and making themselves available for questions or concerns.
- Praise the work and efforts of their child, by giving recognition when they have put a lot of effort into their work.

Form Tutors will:

- Monitor that students have their student planner as part of regular equipment checks.
- Monitor the use of student planners for the recording of homework, checking student planners on a weekly basis.
- Follow up with students/teachers if homework is not recorded/apparently not set.
- Advise students on planning their time.
- Ensure that all students in their form group have been given their own personal Google Classroom log in details and chase up with the Subject Leader-ICT if not.

Learning Managers/Raising Standards Leaders will:

- Monitor Form Tutors' implementation of policy.
- Check student planners regularly and follow up with students/teachers if homework not recorded or apparently not set. This includes by form and for groups of students to see if trends are developing and compare this to the progress data of students.
- Gain feedback from parents regarding homework and feedback this back to relevant Subject Leaders/SLT links. Including how they use Google Classroom to monitor the work of their child that has been set and how effective parents feel Google Classroom is in enabling students to complete the work set.
- Gain feedback from students regarding homework and feedback this back to relevant Subject Leaders/SLT links.
- Run reports to check across the year group and across subjects where students are repeatedly being issued centralised detentions. Where it is a specific subject, follow up with that Subject Leader and where it is across a number of subjects to put in place interventions to support the student. Actions may include meeting with parents, placing students on a homework report to monitor homework completion, or liaise with Subject Leaders for their support.
- Follow up with students/staff where students are repeatedly being issued centralised detentions for the same subject.



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- In addition, look into why a student may not be completing homework and put in additional support where needed.
- Refer students to the homework clubs on offer.

SLT link: Homework and Extended Learning will:

- Determine homework policy.
- Ensure implementation of the policy is monitored.
- Ensure training is available for all staff in the use of Google Classroom and for relevant staff to use SIMs to run reports and where necessary share data on centralised detentions for homework completion for staff to be able to quality assure their teams.
- Evaluate the policy on an annual basis.



How homework looks at Walthamstow Academy

Homework...

- adds to student progress
- is part of the lesson plan, either re enforcing the lesson, preparing for the next lesson or linking a series of lessons
- is acknowledged and the completion recorded by the teacher
- is marked with feedback on how to improve through teacher/self/peer assessment
- assessment should feed into the overall assessment of students' progress
- is given with clear instructions and set during the lesson so that students know how the lesson feeds into the homework
- can be a pre activity for the following lesson, which enables students to progress at a higher level in the next lesson
- is set regularly to ensure it reflects the time spent in your classroom over the half term, for core subjects this will be weekly, for non core this could be one larger project to last over the half term
- if a project, or coursework, it is engaging and structured, clearly showing what work has been completed at home