

Ormiston Academies Trust

## City of Norwich School, An Ormiston Academy Homework policy

### Policy version control

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Approved by	
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Description of changes	<ul style="list-style-type: none"><li>▪ Setting of homework to be consistent and regular across each subject</li><li>▪ Change in guidance from time per year group to frequency per year group</li><li>▪ Increased options for types of homework</li><li>▪ Replace ShowMyHomework for Go4Schools</li><li>▪ Updated sanctions</li><li>▪ Updated feedback and assessment of homework</li></ul>

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## 1. Introduction

This is an overarching homework policy for City of Norwich School an Ormiston Academy; it details the key features of the planning, setting and completion of homework at CNS. All Faculties must have their own policies defining the details of how each of the features is to be met. All departmental policies must meet the following key features and the policies must be adhered to by all colleagues in line with school expectations and Teachers' Standards. The whole school policy was originally written following discussion with colleagues who attended CPD training on this area (2014) and has been updated in line with curriculum and pedagogy developments.

## 2. Aims

Homework can be of value in helping students to:

- Consolidate their learning, deepen understanding and prepare students very well for work to come.
- Raise their standards of achievement
- To ensure all students' literacy and numeracy needs are developed and met to support learning and future aspiration
- Develop study skills, providing opportunities for independent work
- Take responsibility for their own learning by enabling them to see the link between good study skills and achievement
- Make use of other people and resources which are not available in the classroom
- Involve parents in their education, forging home/school links
- Help them become life-long learners
- Enrich cultural capital

## 3. The Nature of Homework

The success of homework in raising achievement is related to the quality not the quantity of homework. A 'quality' piece of homework will have the following characteristics:

- Homework tasks set will be directed towards the age, needs and ability of the student.

- The homework is purposeful and directly linked to the scheme of work. Homework will support, broaden and/or deepen the curriculum and in-class learning.
- Homework is regularly set to encourage good learning habits.
- The homework is easy to understand for both the students and their parents and is recorded on Go4Schools.
- Homework tasks are pitched and differentiated so that they are challenging for all of the students. At times different students may be set alternative homework assignments so that each student may use the time to overcome some of their specific weaknesses.
- Homework is recognised through timely feedback from the teacher. This may be in class or individualised feedback.
- Homework tasks may be used to support future learning or consolidate previous learning and may feed into larger pieces of work.
- Teachers are positive with students about how homework can develop them as learners and bring them greater success, seeing the tasks set as extended learning.
- There is imagination shown in the type and variety of homeworks set, and they are made as enjoyable and interesting as possible for students.
- Homeworks may be related to aspects of NEA and set over a period of time.

## 4. Go4Schools

All homework is to be recorded on Go4Schools. This allows students, parents and staff to plan their work effectively. Any problems with Go4Schools need to be reported to James Sunderland, Assistant Headteacher, Director of Teaching and Learning: ([j.sunderland@cns-school.org](mailto:j.sunderland@cns-school.org)) or the Data Team ([datasupport@cns-school.org](mailto:datasupport@cns-school.org)).

## 5. Homework Expectations

The setting of homework should be consistent across each subject and regularly set according to each individual homework policy. Homework tasks are aligned with the curriculum plans and therefore will vary slightly across subjects.

Students in different year groups will get differing amounts of homework. Tasks will increase in volume as student progress through years 7-13. Tasks may differ in length due to the nature of them and again, will likely increase in time allocated as students progress.

As a guide, here is what can be expected as a student/parent/guardian of homework at CNS as a minimum. Some subjects in each faculty will differ at KS4 & 5 depending on contact time and the

balance of NEA to exam assessment. Longer pieces of work may be set over longer times at KS5 due to the nature of subject.

Year group	7	8	9	10	11	12	13
Faculty							
English	Weekly			Weekly		Weekly	
Maths	Weekly			Weekly		Weekly	
Science	1 piece per individual science per half term			Triple Science: weekly Combined Science: 6 per half term		Weekly	
MFL	Fortnightly with vocab learning per language studied			Fortnightly		Weekly	
Humanities	1 piece per subject per half term			Fortnightly		Weekly	
Creative Technology (Product Design & Textiles)	1 piece per subject rotation			Fortnightly		Weekly	
Performing Arts, Computer Science & Art	1 piece per subject per half term with the exception of PE			Fortnightly		Weekly	
Social Science				Fortnightly		Weekly	

## 6.Homework Types

Students will have the opportunity to learn in different ways through their homework, with teachers setting homework making use of a range of strategies such as:\*

- Preparing for next lesson by reading, researching, organising discussion or presentation;
- Developing skills of numeracy, literacy and language;
- Vocab learning;
- Completing surveys or practical observations or measurements;
- Drawing charts or diagrams;
- Writing up work;
- Drawing conclusions or answering questions from classwork;

- Doing or devising puzzles, quizzes, crosswords, games etc;
- Longer pieces of writing including imaginative writing;
- Reading; Listening or Watching wider materials or visiting locations
- Learning or revising tasks (there are numerous ways of doing this using teacher guidance);
- Self-assessment;
- Projects or NEA;
- Investigative work.

*\*Some subjects operate a homework booklet which will have multiple tasks in which are individually set by the teacher.*

Students should be encouraged to use a range of resources, whilst taking into account the varied home backgrounds of students, especially our disadvantaged students. These resources may include exercise books, text books, other members of the family, friends, books, IT, worksheets, the environment, TV, magazines, everyday objects or equipment, the school library, public library.

N.B Research homeworks should give enough time for students to carry out the work required and students will need structured guidance as to where/how to find out the information

## 7. Role of the Classroom Teacher

### PLANNING/SETTING HOMEWORK

- Homework is always acknowledged and is explicitly planned as an integral part of the scheme of learning. There is regular and timely feedback to students on how well they have done, in accordance with the Assessment and Marking Policy and department policy.
- Have specific aims or objectives in mind when setting homework, give sufficient time for the work to be done, set work that stretches and challenges all students, be able to accommodate individual students who may enjoy or need extra work.
- Set homework to serve a wide range of purposes: to work independently, to use research skills, to develop longer or in depth pieces of work, for revision and learning. Do not set “finishing off” homeworks which penalise the slow or less able and provide little work for the others or tasks which offer no challenge or take just a few moments. Where possible there are differentiated tasks set for students of different levels of ability.
- The quantity and quality of homework should be in line with the guidance and expectations outlined above and should be marked in line with policies.

- Homework should be set at an appropriate time during a lesson, and the nature and purpose of the homework will be explained clearly by the teacher. Students are given sufficient time to record the task set.
- All homework is to be recorded on Go4Schools.

### **CHECKING/MARKING HOMEWORK**

- Homework will be checked as soon as is possible.
- It may often be appropriate to spend the first 10 minutes of a lesson checking and going over aspects of the work
- Teachers will often discuss with students how long their homework has taken them.
- Encouragement and praise for genuine effort is essential. Feedback and assessment of homework will depend on the nature of the task.
- Completion of homework should be rewarded appropriately
- Students failing to complete a piece of homework may be allowed extra time which may include handing the work in the next day.
- Students who do not respond to the school's positive approaches to encouraging students to complete homework will face sanctions.
- Records of non-completion of homework should also be kept. The class teacher will record this on Go4Schools as a negative which contributes to the behaviour policy. Where patterns of non-completion of home appear, Faculty Leaders and House Teams will be involved and communication with home made.
- Use the positive rewards system to praise good work.

## **8. Role of Faculty and Deputy Faculty Leaders**

- Homework tasks to be integrated into the schemes of work. Make sure they are differentiated and challenging.
- Have examples of successful homeworks to assist teachers in their planning.
- Ensure that there is a departmental homework policy which matches the school policy.
- Monitor, with AHT (Director of Teaching & Learning), that homework is being set according to the school and department policy and that it is being recorded on Show My Homework
- Monitor, with DHT (6<sup>th</sup> form & curriculum), that homework is being marked according to the school and department policy and that feedback is timely and constructive.
- Assess, with AHT (Director of Teaching and Learning), the impact that homework is having on the progress of students. This will involve analysing PPGs, book samples and classroom observations. The analysis will be used to refine homework provision.

## 9. Role of House Leaders and Tutors

- Produce and distribute homework expectations.
- Monitor Departmental Schemes of Work, focussing on the planning and coordination of homework.
- Monitor, with FLs and HLs, that homework is being set according to the school and department policy through planner checks, learning walks, work scrutinies and Go4Schools.
- Analyse the impact of the homework policy by analysing Go4Schools data and internal and external exam results.
- Analyse the impact of Go4Schools by analysing usage and assessment data.
- Evaluate the homework policy on a regular basis and make refinements as and when necessary.
- Monitor number of 'Homework' negative marks recorded on Go4Schools, looking for patterns and trends.
- Coordinate the rewards and sanctions element of the Homework Policy.
- Coordinate training and support of colleagues using Go4Schools and monitor usage amongst staff, students and parents.
- Coordinate production of resources for those students who do not have internet access at home through an after school Homework Club.

## 10. Role of SLT

- Produce and distribute homework expectations.
- Monitor Departmental Schemes of Work, focussing on the planning and coordination of homework.
- Monitor, with FLs and HLs, that homework is being set according to the school and department policy through planner checks, learning walks, work scrutinies and Go4Schools.
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- Coordinate production of resources for those students who do not have internet access at home through an after-school Homework Club.

## 11. Home/School Links

- The school will explain fully to parents its policy for homework and extended learning, its expectations and will seek their support.
- The school asks that the parent considers the conditions under which their child completes their homework and to provide the necessary support and interest in the work.
- The school publicises the alternative provision made available during lunchtimes and after school and asks parents to encourage their children to attend.
- The school will explain clearly to parents how Go4Schools works. At the same time alternative arrangements will be made for those students who do not have internet access at home.
- Parents will be encouraged to regularly check Go4Schools to monitor their child's homework.

## 12. Rewards and Sanctions

- Homework which demonstrates excellence will be rewarded with a positive on Go4Schools and any other credit as per department policy.
- Missing or incomplete homework will receive a negative on Go4Schools.