

The Chauncy School
Homework Policy and Guidance
(incorporating marking policy)
(Written October 2005)
(Revised August 2008)

Introduction

Homework has long been an integrated part of teaching and learning strategies in schools. It is seen by parents, teachers and pupils alike as being of use and value to the educational process. This applies particularly when the homework set is planned as part of the lesson, when support and guidance are available from home and school and when feedback on the work is prompt and meaningful. It is less successful when the homework is a bolt-on to the lesson and does not necessarily extend or consolidate the learning that has taken place in the classroom, where it is poorly supported at home and when follow-up is given a low priority.

At Chauncy, a major review of homework was carried out during the autumn term of 2005. The review expressed support for the idea of homework, the fact that it had real educational value and that it had a large role to play in making students take more responsibility for themselves in terms of organisation, planning and meeting deadlines. Amongst students and parents in particular, there was a perceived need for a common approach to marking across the school. This work was furthered at the Staff Conference of May 2007 where a session on developing more creative and meaningful ways of setting homework was held for all teaching staff.

Homework Policy Statement

At Chauncy School we set homework according to the homework timetable so as to:

- Create a sense of independence and personal responsibility amongst pupils
- Extend students' learning in all subject areas
- Give students the chance to consolidate and practise work done in class
- Allow students to demonstrate achievement at a level applicable to them
- Allow students to meet exam requirements, most commonly in the form of coursework
- Prepare work for a future lesson
- Maintain a sense of parental involvement in the learning process.
- Establish how well children are doing through assessment of the completed work and inform the planning of future work.

Students are all provided with a planner in which to record homework. It is the responsibility of the student to look after the planner and use it to record homework in on a daily basis. Parents are asked to check these on a weekly basis and sign to say that the homework has been completed. Class teachers

can write comments in the planner to parents/carers. This process is monitored by form tutors. When homework is not completed on time or to an acceptable standard, sanctions should be applied across the school. From the staff survey the sanction (usually a detention) should be the punishment, not the solution and that the homework should not be completed during the detention. However it is recognised that this is not always practical, especially if a student needs help to complete the homework. It is helpful if tutors are informed of homework problems (via red slips) to aid the monitoring process.

The success of homework depends as much as anything on its planning and assessment. For students and parents to be clear as to what is expected of them and to know what we mean when homework is marked is very important if the students and parents are going to get involved in trying to make homework a key part of academic progress.

In an effort to try and engender some consistency in the way that we mark across the school, the following is suggested as a way of ensuring that students and parents get the information that they need whilst allowing departments to maintain their own principles and rationale.

Day to Day marking

Attainment	Effort
A: Excellent	1: Excellent
B: Good	2: Good
C: Room for improvement	3: Room for improvement
D: Unsatisfactory	4: Unsatisfactory

An example of this might be as follows

Attainment	Effort
A: Excellent; You have understood all aspects of the task and communicated your understanding in a clear and well developed way	1: Excellent; you have tried really hard and completed all sections fully. Your work is really well presented
B: Good; You have understood the task and shown that you can explain your point of view clearly	2: Good; you have tried to show your understanding and worked to present your work to a reasonable standard
C: Room for improvement; while you have understood some aspects of the task you need to work to ensure that you communicate your understanding clearly	3: Room for improvement; you need to work harder to complete all tasks and/or work on your presentation skills
D: Unsatisfactory; you have not understood the task or how to show your understanding/you have not attempted the task	4: Unsatisfactory; Little effort made on the task; some aspects may be not complete and work may be poorly presented.

It is anticipated that any department wanting to use this grading system would develop subject specific descriptors for each of the levels so that distinctions between the skills demonstrated in different subjects can be shown and that these would be shared with pupils.

Departments should use this system if they want. They **should not** use any other system of grading if they do not use this one.

“Levelled Marking”

From time to time (but at least once per half term) all departments should provide opportunities for formal assessments based on National Curriculum levels or GCSE grades. When this is the case departments should report and record the marks and feed them back to the children with targets using the subdivided levels where appropriate. Clearly, as part of this process there should be targets provided for pupils so that they know what to do to improve in any given subject. Often these targets are crucial in helping students understand what is required to make further progress in an area.

“Reviews”

A combination of the two types of marking outlined above will be used to inform the reviews that are carried out each term on students.

Monitoring

To ensure that each department is meeting expectations with regard to homework, monitoring will take place in a number of ways which will include:

- Checking of pupil planners by LCO's/SMT. Learning Co-ordinators could choose to focus on homework with their tutor teams or with individual students as and when they feel the need and in particular after a set of reviews have been completed when there is fresh and definite evidence to monitor improvement against.
 - Checking of teachers' planning and marking records by HOD's and SMT
 - Individual students carrying homework recording sheets to check homework is being set.
 - Random checks by SMT
-
- Where issues with regard to the setting of homework are revealed as part of the monitoring process SMT will need to have discussions with the relevant staff and HOD, provide support where necessary to remedy the situation and instigate further monitoring if needed to check that the intervention has been effective.

Appendices:

1. Guidance on how to set homework.
2. A parents' guide to homework.
3. Expectations with regard to homework; guidance for staff.

(1) Guidance for the setting of homework

Chauncy way of setting homework

1. Homework to be written on the board or provided on labels
2. Students asked at a certain, relevant point in the lesson to copy down the homework
3. Deadline for the work to be included
4. Teacher to check that students understand the homework and that students have written it down

(2) Parents Guide to Homework

1. Try to ensure that your child has a quiet place to work
2. Try to build up a homework routine so that your child gets used to studying at the same time each evening
3. Praise effort and achievement at every opportunity
4. Talk to your child about school
5. Try to provide the basic equipment such as pens, pencils, ruler, calculator etc.
6. Use the homework diary to help school monitor homework completion and quality; write notes to teachers, see how the homework timetable fits into the day to day curriculum
7. Allow your child to take on more responsibility for themselves while making sure they are doing the homework that is set. You could show them how to find out something rather than do it for them
8. Ask your child to explain the homework task to you before starting it and what relation it has to what was being studied at school
9. Be involved in your child's homework but don't do it for them; the teachers need to know how they are doing, not how you are doing!
10. If homework is becoming an issue contact the school as soon as possible.

Homework at Chauncy Expectations of Teachers

(suggestion; that this is published on the back of the Yellow Pages very soon in the new term and that the setting of homework will be a focus of observations carried out this term and through random diary checks of students against the homework timetable in all year groups)

Staff can expect	Staff are expected
Standards to improve in your subject if homework is given a high profile	To set regular, differentiated, meaningful homework according to the homework timetable
Support from LCO's and SMT for the concept of homework via the review system and associated follow up work.	To mark or otherwise assess students' homework and give targets for improvement
Students to respond to praise for well completed homework in a positive way	To reward students for good effort with homework tasks
The role of students and parents with regard to homework to be reinforced via assemblies and letters home	To communicate problems with homework to form tutors and parents via the school systems
	To have high expectations of all students with regard to homework
	<i>As form tutors</i> , monitor tutees for patterns regarding homework and inform the LCO of persistent non-completion of homework