

Kilwinning Academy

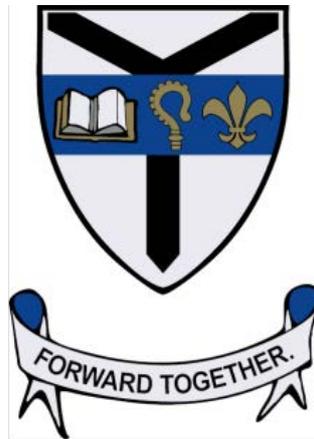
Homework Policy

Ambition

Inspiration

Belonging

Respect



Dedication

Responsibility

Rationale

This policy statement has been produced to provide a coherent framework from which all departments can develop a consistent and effective approach for pupils of all ages and levels of ability.

Homework is seen as one of the principal ways in which pupil achievement can be raised.

The benefits of doing homework must be instilled at an early age in all pupils, so that independent home study becomes routine. The aim of this policy document is therefore to:

- Enable pupils to understand that independent learning is vital to achieving success
- Promote a responsibility for learning within each pupil
- Encourage self- organisation and self- discipline
- Reinforcing , broadening and extending the school curriculum
- Developing home/school partnership

The Purposes of Homework

There are various reasons for setting homework, examples of which are:

- To encourage and develop self-discipline, study habits and a range of skills in planning and organising time
- To allow reinforcing, extending and consolidating of work done in class
- To give pupils the experience of working on their own, and to develop in pupils a sense of responsibility and commitment to their own learning
- To involve parents/carers as partners in education
- To prepare for assessments/examinations

Types of Homework

The nature and frequency of homework will vary according to both stage and subject. It does not always need to be issued formally and need not take the form of a written exercise. Below are some examples of the types of homework that may be issued:

- A specific self-contained project, exercise or task based on previous class work.
- Further examples of tasks undertaken in class designed to reinforce and consolidate what has been learned.
- Completing work begun in class.
- Researching materials in books, newspapers, magazines and online or being directed to watch a programme, film or play on TV.
- Guided reading of books, notes etc.
- Essay writing.
- Memorising what has been learned in class.
- Revision for class tests and national assessments.

Where no specific homework is issued it is expected that pupils should be reading over work completed or started in class. Regular revision for class tests and assessments is also expected. This is particularly important in the senior school.

Pupils therefore should not be able to claim that they do not have any homework.

The Role of Pupils

Value: –

- It is important that pupils recognise the importance of homework and its role as a tool for improving and enriching learning.

Understand: –

- Pupils should understand the importance of meeting deadlines and the associated consequences if they are not met.
- In turn, pupils should also appreciate the rewards of achieving a target and building a rich folio to support class work.

Organise: –

- The use of homework diaries to record and remind pupils of homework responsibilities will help them adopt good organisational skills.

Utilize –

- Pupils should be encouraged to utilize support systems provided by the school in order to help them maintain a good homework record.

Responsibilities and Roles of Staff

The Senior Management Team will provide support for the development of homework programmes in departments in terms of time and resources. The SMT will also take responsibility for informing parents of the whole school policy through the use of the school website and an information booklet.

The Pastoral Care Team will provide support by discussing the importance of homework with individual pupils, classes and parents through the PSE programme and parent/carer contact.

The PSE programme will contain at every stage, a section on the use of the homework diary/study planner and the planning of homework and study.

The Support for Learning Department supports the school's Homework Policy and can assist departments through:

- Collaborating with subject departments on any aspect of homework provision
- Collaborating with subject departments on differentiated homework provision
- Collaborate with subject departments on homework provision for the more able learner
- Collaborate with subject departments and individual teachers on the development of differentiated homework materials
- Provide advice and support for parents and pupils on request
- Participate in supported study homework classes

Departments should include within departmental handbooks, brief statements of departmental policy, based on whole school principles and practice. Departments will also plan, prepare and implement realistic and manageable programmes of homework.

The Faculty Head will ensure that the whole school policy is embedded firmly in departmental provision and that provision is regularly monitored and reviewed. This will reflect the whole school Quality Assurance procedures.

Class Teachers will issue, monitor and assess regularly, homework undertaken by pupils. It is important that a realistic timescale for completion of homework is set and that pupils are made aware of how homework is to be assessed or acknowledged. All teachers should check on the use of the homework diary and ensure that homework is written down. While class teachers will praise pupils for the consistent return of homework, they will also follow the whole school policy on the non-return of homework.

The Role of Parents/Carers

Parents/Carers should appreciate that homework is an important activity and that they have a key role to play in ensuring that homework will be completed to the best of their child's ability.

Parents are encouraged to provide practical support for homework by:

- Establishing a routine whereby homework is given a recognized place in home life,
- Discussing homework with the young person regularly,
- Checking and signing the homework diary and homework issued when required,
- Providing an appropriate place where study can be undertaken.

In the rare event of your child having no homework they should be encouraged to pursue personal initiatives and interests.

If you have any issues please contact your child's Pastoral Support Teacher in the first instance.

Reporting to Parents

Written reports at every stage will comment on homework.

Departments will maintain accurate records of completion/non-completion of homework so that parents can receive accurate information on their child. As a result of this information, Parents/Carers will receive a text home notifying them of non-completion or poor completion of homework by their son/daughter. It will inform parents/carers of a date whereupon the homework should be signed and returned.

If a pattern of non-completion of homework presents itself, the Faculty Head of a subject area will then write to the Parent/Carer highlighting their concerns with homework (See Appendix 3). This will be in discussion with the class teacher and where appropriate, Pastoral Support staff also.

In line with the monitoring and evaluation procedures, PTs Pastoral Support will monitor the number of pupils receiving Faculty Head homework letters on a weekly basis. If this is occurring across several subjects, they will interview the pupil and send a letter home (See Appendix 4).

Pupils who continue to fail to complete homework across several subjects will be discussed at link meetings between PT Pastoral Support and Heads of House. If no improvement is evident, the Head of House will invite in the Parents/Carers to discuss a joint approach to ensuring every pupil has the ability to complete this important part of their learning and teaching (See Appendix 5).

Monitoring and Evaluation

A continuous process of monitoring the effectiveness of the Homework policy will be carried out by the Senior Management Team through faculty link meetings. The effectiveness of the implementation will also be monitored by the Homework Policy group.

Pastoral Support Staff Teachers and SMT members will regularly check the use of pupil diaries from S1 to S3. The tracking and monitoring of homework should be entered in the Quality Assurance folder in each Faculty, thus giving the Faculty Head an overview.

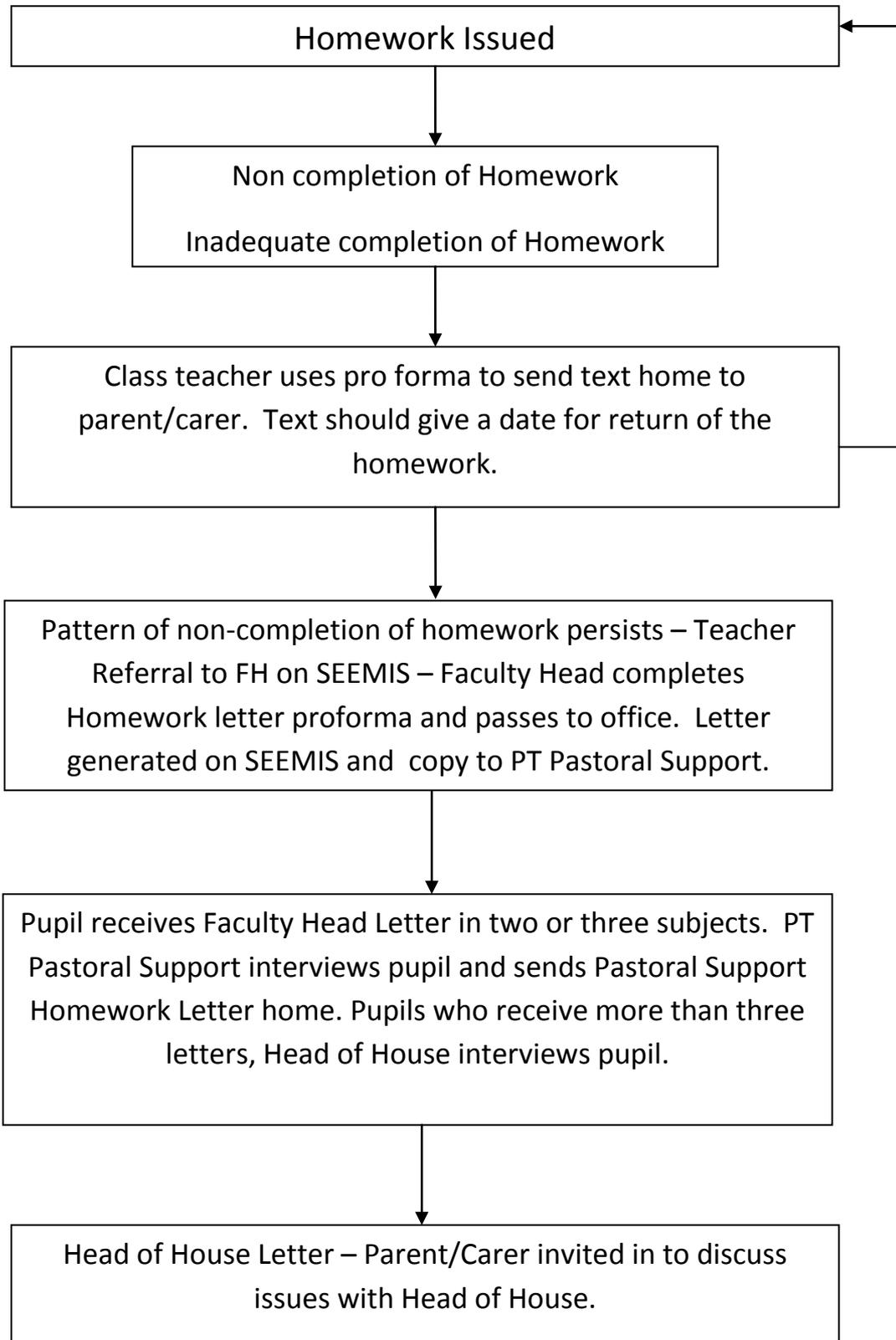
A whole-school evaluation of the effectiveness of the Policy will take place one year after implementation. This should involve consultation with staff and a sample of parents and pupils. Where further good practice is identified, this will be shared across the school.

Appendix 1

Intervention Procedures for Homework

1. Class teacher has ensured all learning and teaching strategies have been provided to enable pupil to complete homework to the best of their ability.
2. In line with school Ethos and Relationships Policy, pupils who do not return homework on the requested day should be given another opportunity to do so.
3. Class teacher uses pro forma to send text home to parent/carer, to inform them of either no homework completed **OR** homework not completed to an appropriate standard. Text should give a date for return of the homework. Class teacher notes Pupil Name, Class and Reason for Text in Homework Folder in Faculty QA Folder. If no improvement Class teacher should send a referral to Faculty Head stating number of texts sent.
4. In line with Faculty/Departmental Homework Policy, if a pupil shows a pattern of non-completion of homework, Faculty Head will send out Faculty Head Homework Letter (1 or 2) as generated by SEEMIS. Proforma are available at the front office for letter to be generated by office. Faculty Head will collect letter for signing. Copy of letter to go to PT Pastoral Support.
5. PT Pastoral Support will receive copies of FH Homework Letters. If a pupil is receiving two or three letters across the school, PT Pastoral Support will interview and discuss this with them. PT Pastoral Homework Letter (3) proforma completed and office to generate letter on SEEMIS. Copy to PT Raising Attainment.
6. If a pupil is receiving more than three letters across the school, PT Pastoral Support will discuss pupils with Head of House who will interview and discuss this with them. Head of House Homework Letter (4) sent home.

Intervention Procedures Flowchart



Appendix 3

Faculty Head Letter – Example of SEEMIS Letters 1 & 2

Dear Parent/Carer

Pupil Name: _____ Class _____ Date _____

It has been brought to my attention that your son/daughter has *not returned the appropriate homework / made a poor attempt at homework - **Delete as appropriate*** on more than one occasion.

It is very important that all homework tasks are completed to a satisfactory level and are handed in on time, as detailed in our Homework Policy. A copy of which can be found on our website.

Please discuss the importance of completing homework with your child. I am sure that with your support your child will realise that completing homework on time will help to improve his/her progress.

Yours sincerely

Faculty Head

Appendix 4

PT Pastoral Support Letter – Example of SEEMIS Letter 3

Dear

Pupil Name - Significant Concern

The return of homework is monitored very closely in Kilwinning Academy, as it is widely recognised as a valuable way for our pupils to reinforce the learning that has taken place in the classroom. It also allows teachers to identify any difficulties pupils may have and to help them overcome these. It is very important that all homework tasks are completed to a satisfactory level and are handed in on time.

I write to inform you that your son / daughter is failing to meet the homework standards in the following subjects: _____

Please discuss the importance of completing homework with your son / daughter. I am sure that with your support NAME OF PUPIL will realise that completing homework on time will help to improve progress.

Please complete the tear-off slip below and give it to **NAME OF PUPIL** and return it to me. This will let me know you are aware of the present difficulties and will take action to ensure that the situation improves. If the slip is not returned, or the situation does not improve, you may be asked to attend a meeting to discuss your son / daughter's attitude toward homework.

Should you wish to discuss this further, please don't hesitate to contact the school at the above telephone number.

Yours sincerely

PT Pastoral Support

Homework Letter

Pupil Name:

Class:

I have discussed the importance of homework with known as. I have ensured that **NAME OF PUPIL** has now completed the homework exercises and returned it to the teachers concerned. I will make sure that all homework is completed on time in the future.

Parent / Carer Signature: Date:

Appendix 5

Head of House Letter – Example of SEEMIS Letter 4

Dear

As you are aware the completion and return of homework is an integral part of your child's learning and development. We have previously written to you with our concerns regarding **NAME OF PUPIL** persistent failure to complete Homework to an acceptable standard.

In order that we may support **NAME OF PUPIL** and together explore strategies to resolve this, I would like to invite you to a meeting at school on _____ at _____.

If this is not suitable, please contact me to arrange another appointment.

Yours sincerely

Depute Head Teacher

Homework Letter

