

THE KINGSLEY SCHOOL

Homework Policy

The effectiveness of this policy is monitored by Assistant Head Academic and Head of Prep.

Preparatory and Senior School

It is reviewed annually.

Written: September 2017

Reviewed: September 2022

Next review: September 2023

The Kingsley School HOMEWORK POLICY

This policy applies to all pupils at The Kingsley School, including those in EYFS. The Kingsley School aims to establish a strong link between home and school and homework is a key part of the communication surrounding learning. We believe that homework can be a good foundation for future studies and a consolidation of classwork as pupils learn to build resilience and independence in learning. We also believe homework allows pupils creative expression in the final product.

Homework in the senior school

Use of Class Charts to support homework

All homework tasks in the senior school should be placed on Class Charts by the subject teacher along with supporting documents or web page links. The teacher may choose to use the 'homework completed' function on Class Charts but this is not a requirement for staff. Parents and students have their own ClassCharts log ins so they can monitor what homework is set and when it is due.

Special educational needs

Most pupils can cope with the normal homework load. Where individuals are highlighted by the SENCO or class teacher it may be necessary, in some subjects, to set shorter tasks, when a lot of reading and writing is involved, or to allow pupils more time to complete certain tasks. If pupils take longer to complete written tasks, it is helpful to the SENCO if this is quantified; this may be important when assessing extra time in examinations.

Gifted and Talented pupils

Extension tasks, or tasks involving a wider range of skills or a greater sophistication of approach, should be available to pupils who would benefit from them.

REACH Higher homework weeks

In Key Stage 3 pupils may have the opportunity for further stretch and challenge through the REACH Higher homework weeks. These weeks take place three times over the academic year and allow pupils to choose a limited number of tasks from a range of subjects in order to develop their interests and higher level thinking skills. Where appropriate, a pupil may be withdrawn from this if the need for additional support input during this time is deemed to be necessary. This offer is continually under review and takes into account feedback from pupils, staff and parents.

Feedback for pupils

All homework assignments deserve feedback. This will vary, depending on the nature of the work set. Feedback to pupils should be given as quickly as possible so that pupils gain maximum benefit from the comments made.

- Written homework that has been handed in for marking, should be returned to the pupils with a mark (if appropriate) and as full a comment as possible, including some indication of positive points and areas where improvement can be made.
- Learning homework for a test will receive feedback after the test has been marked.
- Research or investigative homework will be discussed in class and thus receive oral feedback or exhibition as part of a planned event.
- Feedback can be in the form of peer assessment or to the whole group by the teacher

The role of parents and carers in supporting pupils

Parents and carers can help to support pupils by

- Providing a quiet place in which to complete homework;
- Supporting them in carrying out their tasks;
- Encouraging and praising their efforts;
- Checking that deadlines are met as appropriate.

Pupils' own responsibilities are

- Make use of planning tools such as Class Charts, diaries or planners so that they can organise their time and meet deadlines
- To write down the homework carefully, what is to be done and the date by which it is to be done in planners OR regularly check deadlines and instructions in Class Charts and make note of them
- To find out what homework was set during a period of pupil absence and to complete it, as well as catch up on missed work
- To meet all deadlines and produce work of the highest possible standard.

Pupil and parental roles will change as pupils move up the school. With encouragement from tutors and parents, pupils should be able to develop the skills of an independent learner, so that the close monitoring of homework that characterises a Prep or Year 7 pupil will be modified by Year 11. This can be achieved by careful and effective use of Class Charts, homework planners, tutor sessions on study skills and the use of regular target setting.

Arrangements for monitoring and evaluating homework policy

There should be an annual monitoring of the homework policy both in departments and with form staff during the summer term, so that any changes can be implemented by the start of the next academic year.

Homework in the Preparatory School

The purpose of Homework

We believe that the primary consideration in the setting of homework is the impact that the task will have upon a pupil's learning. To this end, the Preparatory School seeks to restrict tasks to those that will allow children to consolidate progress in lessons, extend their understanding or enhance their engagement in their Creative Curriculum themes.

All pupils in the Preparatory School have their own log in to the online Spellodrome and Mathletics platforms which facilitate independent practice of objectives at home. We expect a minimum of 30 minutes across the week to be completed by pupils from Year 1-6, though Reception pupils will also be given access.

Reading as a discrete task

Pupils in the Preparatory School are expected to read every evening. They are each provided with a reading diary and we ask parents support this important skill by sharing the books that pupils bring home.

EYFS Home Learning Opportunities

Pupils in the EYFS are given the opportunity to participate in a variety of home learning tasks over the weekend with their families. These take the form of a 'Story Sack' bag with a variety of different activities. The weekly tasks emphasise the application of the classroom learning to the wider world, or engage children in finding out about their world

independently. Where appropriate, tasks which are based in number work and mathematics skills may be set. At this age, homework tasks are not compulsory.

Pupils in the EYFS are also given the opportunity to bring home books to share with parents, older siblings or other important people. The expectation is that parents of pupils in Reception read with their child as regularly as possible to develop good learning habits.

Year 1 & 2 homework timetable

Pupils in Year 1 and 2 are expected to read for 15 minutes every evening and parents will sign their reading record to indicate that this has been completed. Alongside the formal timetable, Mathletics and Spellodrome activities are set for 20 minutes per subject per week.

Day	Task	Time allocated	Completion day
Monday	Reading	15 minutes	
Tuesday	Mental arithmetic or maths skills Reading	15 minutes 15 minutes	Thursday
Wednesday	Reading	15 minutes	
Thursday	Reading	15 minutes	
Friday	Creative Curriculum	30 minutes	Two week period, with hand in on Monday

Year 3 & 4 homework timetable

Pupils in Year 3 and 4 are expected to read for 20 minutes every evening and parents will sign their reading record to indicate that this has been completed. Alongside the formal timetable, Mathletics and Spellodrome activities are set for 20 minutes per subject per week.

Day	Task	Time allocated	Completion day
Monday	English Reading	20 minutes 20 minutes	Thursday
Tuesday	Mathematics Reading	20 minutes 20 minutes	Friday
Wednesday	<i>Sports Fixtures</i>		
Thursday	Reading Multiplication tables	20 minutes 20 minutes	
Friday	Creative Curriculum	40 minutes	Two week period, with hand in on Monday

Year 5 & 6 homework timetable

Pupils in Year 5 and 6 are expected to read for 30 minutes every evening and parents will sign their reading record to indicate that this has been completed. Alongside the formal timetable, Mathletics and Spellodrome activities are set for 30 minutes per subject per week.

Day	Task	Time allocated	Completion day
Monday	English Reading	30 minutes 20 minutes	Wednesday
Tuesday	Mathematics Reading	30 minutes 30 minutes	Thursday
Wednesday	<i>Sports Fixtures</i>		
Thursday	MFL vocabulary Reading	20 minutes 30 minutes	Friday
Friday	Creative Curriculum	60 minutes	Two week period, with hand in on Monday.

Holidays

We believe that the children should use the holiday period to engage in diverse experiences which might include reading, visiting places of interest, becoming aware of current affairs and pursuing their out-of-school activities. However, the Preparatory School does provide some structured activities for pupils and parents to share during the long summer break if they wish. Individual pupils may be offered reinforcement activities, at the discretion of their class teacher, in Maths and English.

Homework in the Senior School and Sixth Form

The purpose of homework

- To encourage pupils to develop the skills, confidence and motivation needed to study effectively on their own and become independent learners
- To consolidate, reinforce and practise the skills and understanding developed in the classroom
- To extend school learning through, for example, extra reading and research
- To involve parents in the management of pupils' learning and to keep them informed about the work the pupils are doing through the use of ClassCharts
- To manage particular specification demands, especially at GCSE and A level

The amount of homework appropriate for pupils of different ages

The following approximate nightly amounts of homework are provided as a guideline - these are dependent on ability group in some cases:

Year 7	Up to 60 mins per night made up of 3 x 20 minute tasks
Year 8	Up to 75 mins per night made up of 3 x 25 minute tasks
Year 9	Up to 90 mins per night made up of 3 x 30 minute tasks
Year 10	Up to 105 mins per night made up of 3 x 35 minute tasks
Year 11	Up to 120 mins per night made up of 3 x 40 minute tasks

In Years 12 and 13 the amount of work done by pupils outside lessons will depend upon their individual programmes of study, but it is anticipated that A-level students should spend between 15 and 25 hours per week on independent study.

How homework will be planned and co-ordinated so that the demand on pupils' time is consistent and manageable on a daily basis

- When planning a homework timetable Heads of Year should ensure that the distribution of homework is as even as possible over the course of the week; Pupils should not be required to do too much homework on some days and too little on others
- Depending on the age and maturity of the pupils, deadlines should be set by staff that are reasonable, to enable pupils to develop skills in time management. For example, pupils might be asked to complete a piece of homework by the next lesson rather than by the next day. GCSE pupils can be given more extended deadlines than some of the younger pupils.
- All pupils are given the opportunity to purchase homework planners which can be monitored by form staff and parents
- The system of school sanctions on Class Charts should be used if there is a failure to hand in homework at the proper time.

It is important to remember that subject teachers will only set homework when the tasks provide opportunities to consolidate, extend or enhance learning in the classroom. In addition, at GCSE it may be necessary to set more complex tasks which are given a longer time period to complete.

Homework and study support facilities

Pupils have opportunities in school to do homework:

- In Year 11 students can work in form rooms before school and at lunchtime.
- In Year 10, the Head of Year may facilitate the use of a private study room at lunchtime, to work on homework or GCSE coursework
- School ICT facilities are available at certain times for research projects and other homework needs. Room 16 is usually reserved for quiet work
- All students may complete homework in the LRC during the lunch period and after school until 5.30pm

Appropriate tasks for homework

Homework assignments should be as varied as possible and should be an integral part of the learning process and not just used solely for finishing off work begun in class. Where subjects have more than one homework per week then a combination of one written task and one research/thinking task may be particularly appropriate.

In general, tasks could include

- Reading
- Research / investigation using the internet
- Revision for a test
- Drawing / designing
- A written task
- Practice exercises
- Practical work

REACH Higher homework weeks

In line with the REACH Higher programme, there will be 3 weeks in the academic year where normal homework is suspended for Years 7-9 in order to allow a period of more intense but fewer homework tasks. Subjects will offer a series of more challenging, longer tasks and pupils will be able to pick 2-4 tasks depending on interests and ability. This has been introduced with the aim of developing stretch and challenge in areas of pupil interest as well as

promote greater independence in learning, intellectual curiosity and academic risk taking. These weeks were introduced in 2021-22 and are reviewed annually in consultation with pupils, staff and parents.