



FOREST HILL SCHOOL

HOMEWORK POLICY

*July 2015
Last updated November 2017
Review every 3 years*

Introduction

Homework Policy for Key Stage 3 (Year groups 7, 8 & 9) & Key Stage 4 (Year groups 10 & 11)

For the quality of pupils' learning and progress to be outstanding they need the skills of excellent concentration "*even in extended periods without direction from an adult*" (Ofsted January 2010).

Homework has a key role to play in developing these skills and, as it has long been recognised "*the importance of homework to educational achievement cannot be denied*" (ISS 1984). If students receive appropriate homework and complete it on a regular basis over a four year period, they will in effect be receiving the equivalent of at least one additional year of full-time education (HMI report). Forest Hill is committed to the use of homework as part of the curriculum offer.

To be effective, homework needs to be regularly set. It needs to be varied in the range and nature of the task set so that it can be accessible and challenging to all.

Reasons for setting Homework:

- To achieve better results
- To practice and reinforce topics learnt in the classroom
- To undertake activities not possible in the classroom
- To prepare for future lessons
- To measure what has been learned
- To extend learning beyond the classroom
- For students to take increased responsibility for their own learning, for being organised and to develop good work habits
- For parents and carers to endeavour to provide support and see if their children are struggling in any subjects
- For parents and carers to see that the school and their children are taking education seriously

HOMWORK SCHEDULE

The expectation is for **Homework** to be set in accordance with the tables below:

	Number of Homework(s) per week at Key Stage 3 (Years 7, 8, 9)		
<i>Subject</i>	<i>Year 7</i>	<i>Year 8</i>	<i>Year 9</i>
ENGLISH	two	two	two
MATHS	one	one	one
SCIENCE	one	one	one
HISTORY		one	one
GEOGRAPHY		one	one
HUMANITIES	one		
MODERN LANGUAGES	one	one	one
RE	fortnightly	fortnightly	fortnightly
COMPUTER STUDIES	fortnightly	fortnightly	fortnightly
* ART AND D&T	two per half term*	two per half term*	two per half term*
Dance	one per half term	one per half term	one per half term
PE	one per term	one per term	one per term
<p>Music and Drama do not routinely set homework at KS3. In Years 7, 8 & 9 one of the English homework pieces will be a reading homework. *Art rotates with D&T and the homeworks are research and project-based and designed to be on-going.</p>			

	Number of Homework(s) per week at Key Stage 4 (Years 10 & 11)	
<i>Subject</i>	<i>Year 10</i>	<i>Year 11</i>
ENGLISH	one	one
MATHS	one	one
DOUBLE SCIENCE	two*	two*
BIOLOGY	one	one
CHEMISTRY	one	one
PHYSICS	one	one
RE	one	one
All Option Subjects	one	one
<p>Core PE do not routinely set homework. Double Science two* pieces of homework : one homework a week from each teacher. It may be that some teachers will set additional homework tasks, for example, a learning vocabulary homework in MFL or a reading homework in English.</p>		

Homework may include:

- written/pictorial tasks
- research tasks
- reading tasks
- learning/revising/rehearsing tasks
- making tasks
- use of VLE/Fronter

Subject teachers will:

- Set homework that is meaningful, useful and appropriate for the ability of the student
- Plan homework tasks to consolidate/extend knowledge and skills from lessons
- Set homework in accordance with the guidelines
- State the homework set on the students' 'Class Fronter Room' so that parents may access this via their son's individual log-in (*please note, we are currently unable to issue separate log-ins for parents*)
- Teachers should endeavour to post homework(s) either prior to the homework being set or on the same day so that parents and students can see the homework on Fronter after school
- Ensure that if an extended homework is set to cover two or more weeks, this is indicated both in the day book for the relevant weeks and recorded on Fronter e.g. 'Continue with research task on climate change set last week'
- Allow time in class for pupils to write down homework accurately in day books, make checks that this is happening and support students with SEN to record tasks
- Provide feedback for homework as appropriate. Examples include – written and verbal feedback from the teacher, peer and self-assessment

Heads of Department/Subject will:

- Monitor the quality of the homework set, ensuring that it is meaningful, useful and appropriate for the ability of the student
- Ensure that teachers are setting it in line with the Homework guidelines
- Ensure that students are receiving feedback on their homework and that they are receiving some effective written feedback, as appropriate
- Ensure that homework is recorded on Fronter

Students will:

- Take home all resources and materials required to support the completion of homework
- Complete all homework tasks to the best of their ability
- Hand in their work, completed and on time
- Record homework in their planner on a daily basis

Form Tutors will:

- Check day books weekly to ensure that homework is being regularly recorded
- Make enquiries where pupils are not recording homework

Heads of House will:

- Check day books periodically to ensure consistency across Tutor Groups
- Follow up any issues that may arise with Form Tutors/Subject staff/Heads of Department/parents, as appropriate

The School will:

- Report to parents on homework completion 3 times per year through the KS3 and 4 Profiling/Reporting schedules
- Support students in the completion of homework by providing appropriate resources, a suitable environment and adult support via the school library and the homework club

The School would like parents to:

- Check and sign day books each week, and alert Tutors to any matters that may arise
- Provide time to discuss, support and check homework with their son on a regular basis

Students who fail to complete homework may receive teacher or subject based sanctions as deemed appropriate by the teacher. Staff may consider it necessary to request parents to attend a meeting with the subject teacher, Tutor or Head of House to discuss significant ongoing concerns.