

Homework Policy



RATIONALE

Greenwood Academy seeks to encourage all students to achieve at the highest possible level.

Regular homework is a vital part of this strategy. This promotes a mature attitude to work, increases chances of exam success and encourages the development of skills which will be of use in later life.

Homework is a vital part of the learning process. It is an integral part of the total learning experience; enhancing learning, improving attainment, developing organisational skills, promoting independent learning and developing the good study habits that are essential for examination success. All departments and subjects are therefore expected to set appropriate homework tasks for pupils at all stages. To support parental engagement, all homework tasks should be logged on Satchel One which can be accessed by all pupils through Glow.



This policy outlines the roles and expectations of staff, pupils and parents/carers necessary to ensure the benefits from homework are maximised.

The purposes of a high quality homework programme are: -

- to consolidate and/or extend classroom learning
- to prepare for future class work or assessment
- to provide opportunities for individualised learning
- to assess pupils' progress and mastery of work
- to support pupils in planning and organising time
- to develop good study habits and to encourage responsibility for learning
- to provide information for parents/carers
- to provide opportunities for co-operation and support from parents/carers
- to create opportunities for home/school dialogue
- to develop skills in using libraries and other learning resources.
- to involve parents in their child's learning.
- to raise attainment and achievement for all, supporting work to close the attainment gap

In addition, homework can also provide:

- teachers with evidence for the evaluation of learning and teaching
- parents/carers with an insight into their child's learning
- pupils with opportunities to develop their interest in a subject.

Central to this are our **School Values** of:

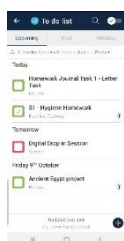
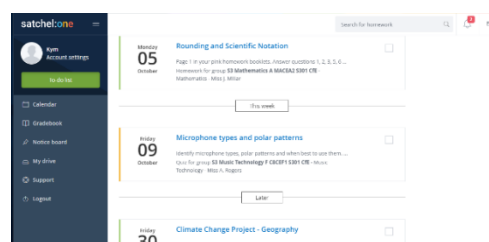


Our **Vision** is that:

- Pupils will develop the skills to enable them to develop independent learning out with the classroom setting and use feedback and target setting to inform their homework routines preparing them for their future pathway.
- Parents /carers, will have the skills to support their young person engaging in learning at home both through directed homework tasks alongside revisiting learning to consolidate knowledge and understand and increase confidence.
- Every pupil who requires help will know who can help them and what support is available.

Satchel One

All homework should be noted on the online platform Satchel One which can be accessed by all pupils through Glow. Tasks are noted on the To Do List. This may include signposting to another resources or platform to access the homework.



Parents are issued with their log in details to allow them to view homework tasks and information. We hope this encourages positive dialogue with parents and young people regards their learning and next steps.

Digital Devices

Should a young person require a device to access and support learning at home, a request should be made via PT Guidance or Year Head. The school will endeavour to provide a device to any pupil.



Principles of Good Practice



1. All staff should set an expectation that regular homework will be completed to deadline and to a high standard.

2. Homework should be purposeful, well planned and be a natural extension of ongoing class work. It should help develop self-confidence and understanding for all pupils.

3. Homework time should not routinely be used for finishing off class work as this both penalises pupils who genuinely need to work at a slow pace and means that pupils who work quickly may not have homework to do. When a pupil fails to complete class work through lack of application completing it at home should be seen as additional homework.

4. Homework must be appropriate for each pupil and all additional support needs met.

Differentiation can be achieved in a number of ways, for example:

- (a) by providing separate tasks
- (b) by providing a series of graded tasks appropriate to ability
- (c) by providing a varying level of support and more detailed instructions for a particular task
- (d) by varying the amount expected

5. All staff should communicate planned future tasks and due dates in school and/or online via Satchel One. Clear instructions should be provided by the teacher including signposting to another platform such as Microsoft TEAMS or Google Classroom.



6. A record of all homework tasks set must be kept. Formal recognition of homework achievements should be made through the Merit system and through the reporting system. Teachers should communicate with parents/carers through tracking reports alongside issuing a demerit if homework has not been completed in line with expectations. Should a pupil not submit on first request, a further opportunity should be given before a demerit is issued. A referral should be generated if homework is not completed on several occasions and interventions from the class teacher have not had a positive impact.

| Award Merit | Mark De-merit |
|---|---|
| <input type="checkbox"/> Commendation <input type="checkbox"/> Successful Learner <input type="checkbox"/> Responsible Citizen <input type="checkbox"/> Confident Individual <input type="checkbox"/> Effective Contributor | <input type="checkbox"/> Final warning <input type="checkbox"/> Failure to bring equipment <input type="checkbox"/> Latecoming <input type="checkbox"/> Lack of effort <input type="checkbox"/> Homework not satisfactory <input type="checkbox"/> Corridor Incident <input type="checkbox"/> Incomplete SQA Unit <input type="checkbox"/> Failed SQA Unit <input type="checkbox"/> Responsibility Exercise <input type="checkbox"/> Persistent misbehaviour |

7. Feedback on pupil homework tasks can be delivered in a variety of ways including peer review, electronic marking, teacher comments encouraging independent learning.

8. Information regards planned assessments should be posted to support home revision schedules.

9. Failure to complete homework should not prohibit a pupil from taking part in the lesson.

10. Information should be shared with families about topics/projects and about the required skills in all subjects.

11. Family Learning Workshops aim to help parents understand school subjects and to learn ways of helping their child at home including suggesting ideas to families about helping pupils with homework, other activities, decisions and planning.

A strong partnership between parents/carers and teachers ensuring that young people get the support, help and advice that they need.

Learning at Home - Connect



Pupils are responsible for:

- Checking Satchel One for homework deadlines/tasks.
- Accessing other platforms to access homework resources.
- Asking parents and/or staff for help if there are problems - before deadlines.
- Attending available supported study as required.
- Asking class teachers for support if required before the homework is due.
- Meeting homework deadlines.
- Completing tasks to the best of their ability.

Parents/Carers should aim to:

- Support/encourage a homework routine.
- Use tracking reports to engage in conversations with their child about their learning.
- Provide an appropriate environment for homework to be completed.
- Contact the school if there are worries or concerns relating to homework.

Research shows that 'when children and young people live in a supportive home learning environment, it improves young people's attainment and achievement'.

(2018 National Improvement Framework and Improvement Plan, 2017)

Revision

This will be in relation to assessments or formal examinations/completion of practical folio work. Routine revision of class work is expected by teachers. Senior phase pupils can expect to undertake increased levels in preparation for formal assessments.

Support

Pupils can access support with homework from a variety of provisions which includes pupil support tutorials, targeted support groups, homework clubs and specific department provision. Support and advice on managing homework and revision planning is delivered through PSE by Guidance staff.

Expected Homework: please refer to the information below from individual faculties.

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| • Languages & Literacy | • Performance & Design |
| • Maths & Numeracy | • Health & Wellbeing |
| • Science | • Technologies |
| • Social Subjects | • RME & Skills |