

## **Spring Hill High School (TOO) Homework Policy**

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<b>Policy:</b>	<b>Homework Policy</b>
<b>Procedure Reference:</b>	<b>SHHS/TOO 1</b>
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<b>Authorised by:</b>	<b>Directors and Acting Responsible Individual(RI)</b>
<b>Updated by:</b>	<b>Michele Darke</b>
<b>To be read in conjunction with:</b>	<b>None</b>

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### **1.0 Principles Underlying Homework Policy**

Students must take full responsibility for their homework and can be supported by their parents/carers. Homework should be issued in appropriate quantities, completion dates should be both clear and reasonable, taking account of home environment and extracurricular activities of students, including family and cultural obligations. Homework should be a carefully planned and an integral part of lesson based learning. It should not be seen as an “add-on” or a dispensable extra. Homework should match the needs and abilities of students. Homework should promote opportunities for consolidation and extension. Homework is related to current work and where possible is stimulating and challenging. Students should be adequately prepared for the completion of tasks set i.e. they are not to complete homework where the topic has not been covered in class. Homework should not be restricted to certain subject areas. It should reflect the breadth and balance of the curriculum. The appropriateness of homework for individual students is discussed at induction meetings with parents/carers and reviewed regularly.

### **2.0 Homework: What is it for?**

- Independent learning.
- Consolidation of learning.
- Practice – learning by doing.
- Completion of coursework assignments.
- Self-discipline and meeting deadlines.
- Research
- Maintaining links between home and school.

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### **3.0 Types of Homework**

**3.1** Practice exercises – providing students with opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills, including:

- consolidation exercise e.g. maths, including memorisation of tables
- practising for mastery e.g. spelling words
- revising information about a current topic
- practising words or phrases learned in a language other than English
- reading for pleasure
- essay writing

**3.2** Preparatory homework – providing opportunities for students to gain background information on a unit of study so that they are better prepared for future lessons, including:

- background reading
- reading e.g. English text for class discussion
- researching topics for a class unit of work
- collecting items e.g. geometric shapes

**3.3** Extension assignments – encouraging students to pursue knowledge individually and imaginatively, including:

- writing e.g. a book review
- making or designing something e.g. an art work
- investigations e.g. science, social science
- researching e.g. history, local news
- information and retrieval skills e.g. using a home computer to find material on the internet
- monitoring e.g. advertising in particular newspapers

**4.0** Spring Hill High School will have regard for equity issues when setting homework that relies upon the use of technology. Students who do not have access to such technology at home should not be disadvantaged.

### **5.0 Teacher's responsibilities**

- To provide frequent and increasing opportunities to develop students competence as independent learners within their subject areas.
- To provide opportunities to consolidate students competence as independent learners within their subject areas.
- To support students abilities as independent learners through the tutorial session by focusing on target setting and study skills.

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- To encourage students and praise them when they have completed homework.
- To set homework appropriate to the student's abilities and needs.
- Teachers to update homework tracker to record completion of homework or status.

### **6.0 Students' responsibilities**

- To complete homework set in different subject areas.
- To meet given deadlines.
- To organise their time and own space.

### **7.0 Parents' and Carers' responsibilities**

- To provide a reasonably peaceful, suitable place in which students can do their homework.
- To make it clear to students that they support homework, and support the school in explaining how it can help them make progress.
- Encourage students and praise them when they have completed homework.