



HOMEWORK POLICY

1 Sponsors' Statement

- 1.1 All The Bishop of Winchester Academy policies exist to support the Sponsors' vision, Christian ethos and values that are embedded in the day-to-day and long term running of the Academy. Each policy evidences the commitment of the Sponsors to the principles and values of honesty, respect, hospitality, compassion, love, forgiveness, self-discipline, creativity and hope. This policy contributes to the development of young people and the community through all Academy activities and in particular through the specialism of Enterprise and Innovation, and Maths.

2 Introduction

- 2.1 The Bishop of Winchester Academy aims to encourage students to develop skills and aptitudes that enable them to become increasingly autonomous in their learning. Independent learning tasks will be regularly set for all students to complete at home over a set period of time.
- 2.2 The importance of independent learning tasks should be stressed from the beginning of Year 7, with good homework habits being established as soon as students enter the Academy. These attitudes and habits should be fostered throughout each student's school career and will involve liaison between tutors, subject teachers and parents. The frequency of homework will be determined by the published homework schedule.

Throughout this policy the term "parent" refers to anyone with parental responsibility for a student.

3 Who does this policy apply to?

- 3.1 This policy applies to all staff and students of The Bishop of Winchester Academy.

4 Who is responsible for carrying out this policy?

- 4.1 The implementation of this policy will be monitored by the Governing Body of The Bishop of Winchester Academy and remain under constant review by a designated member of the Academy Leadership Team.

5 What are the principles behind this policy?

- 5.1 Learning which takes place in the Academy will be reinforced through independent learning tasks set for students to complete at home. All independent learning tasks will be meaningful and an extension of work covered in lesson, not merely work to be 'finished off' at home, providing little challenge or learning opportunities.
- 5.2 Independent learning tasks will be set regularly for all students, to include: learning, researching, preparing for the next lesson, practising skills and consolidating work covered in class, and extended project work.
- 5.3 Students will be encouraged to develop skills and aptitudes to become autonomous learners.

6 Procedure

Parental Partnership and Communication

- 6.1 The establishment and maintenance of good homework habits is seen as a partnership between the Academy and home. Pastoral staff, subject staff and parents all have a vital role to play.
- 6.2 With this in mind, we would ask parents to be involved in the following ways: -
- i. checking son/daughter's Planner on a regular basis;
 - ii. signing son/daughter's Planner each week, ready for the weekly tutor check;
 - iii. informing the school if your son/daughter appears to be receiving too much or too little homework, is struggling, or not coping with the work set.
- 6.3 Every student is provided with an Academy Planner at the beginning of the school year or when they join the Academy, to be used for recording important information and independent learning tasks. Parents can also use the Academy Planner as a means of communicating with tutors or subject teachers.

Checking and Marking

- 6.4 It is important that students appreciate the importance of independent learning tasks and see that teaching staff also value the work they complete outside the Academy. Therefore independent learning tasks should always be followed up, checked, and where appropriate, marked. The follow-up may be verbal e.g. as part of a group/class discussion, or take the form of student marking.

Sanctions

- 6.5 Where an independent learning task has not been attempted or completed adequately and the student does not have a valid reason, an appropriate detention should be given by the subject teacher.
- 6.6 Where it becomes necessary, a 40-minute detention should be given via the appropriate Assistant Vice Principal Curriculum, or by the subject teacher.
- 6.7 In the case of a persistent lack of homework, a referral should be made so that tutors/ Assistant Vice Principal Curriculums/Heads of House (HoH) are made aware of this situation. Following such a referral, a student should be seen by the appropriate Assistant Vice Principal Curriculum.
- 6.8 If the problem continues, the subject teacher, via the Assistant Vice Principal Curriculum, should inform the tutor and HoH so that daily planner checks can be set up with the tutor and a *Homework Report Card* can be issued. Contact will be made by the HoH via a Report Card letter. Nb: Detentions should continue, via the Assistant Vice Principal Curriculum, so that a subject teacher can ensure work is done.
- 6.9 Where it becomes obvious, via referral forms, that there is a general problem regarding lack of homework, the tutor and HoH should also set up an interview with the student's parent, as well as using the sanctions mentioned above.
- 6.10 It is the responsibility of each tutor to ensure that students in their group use and maintain their planner correctly. Where there is a problem regarding the correct use of a planner and initial sanctions including detentions have failed, the tutor should involve the HoH.

Other Areas of Responsibility

- 6.11 Assistant Vice Principal Curriculums are responsible for checking that members of their Curriculum Area are setting independent learning tasks according to the published timetable and carrying out the necessary follow up and marking.
Student Planners
- 6.12 Students in all years will be provided with a planner at the beginning of the school year, or when they join the Academy. Students should carry their Planner at all times.
- 6.13 All homework and independent learning tasks set should be written in these Planners, and subject staff should allow adequate time for students to record homework. Staff should also be aware that with some groups, especially in KS3, it will be necessary to write the independent learning task on the board and ensure that students copy it into their Planner.
- 6.14 Tutors should check and sign Planners on a regular basis in KS3, if possible, each Monday during tutor period. Planners should be checked for correct headings, correct usage (e.g. all homework filled in as appropriate), parent signatures, neatness, no graffiti or stickers.
- 6.15 Where parents have written a comment, the tutor should ensure that this comes to the attention of the appropriate member of staff.
- 6.16 Planners should also be used to record any other important information, e.g. dates and details of any letters home.
- 6.17 Each student is responsible for their own Planner. Where a Planner has been lost or incorrectly used by a student, it must be replaced immediately at the student's expense.
- 6.18 If a student forgets to bring their Planner to school, a Homework Card should be collected from the HoH at the beginning of the day to be used to record any independent learning tasks set that day.
- 6.19 Spot checks will be made by Senior Staff to ensure that students carry and use their Planner correctly.

7 Policy review

- 7.1 This policy will be reviewed annually by the Academy Leadership team as part of the Academy annual review process.
- 7.2 This policy will be reviewed and submitted to the Governing Body for review every 2 years. This will allow Governors to assess its implementation and effectiveness.
- 7.3 This policy will be actively promoted and implemented throughout the Academy.