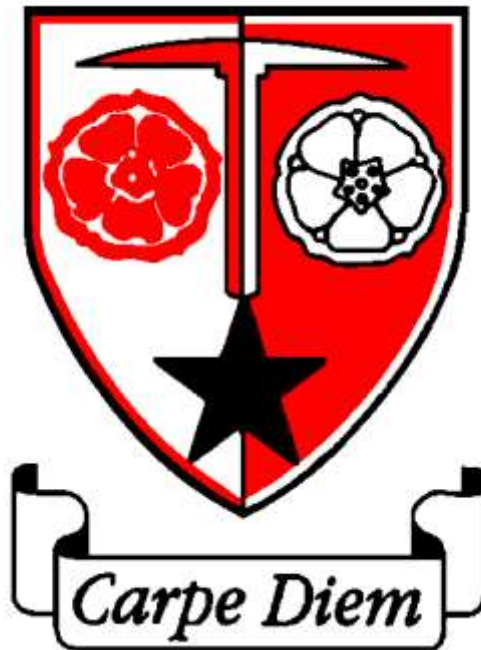


Audenshaw School



Homework Policy

This policy is reviewed annually by the Standards Committee.

History of Document

Issue No	Author/Owner	Date Written	Approved by Standards	Received by Governors	Comments
1	Karl Harrison	29/01/2014	30/01/2014	05/02/2014	
1.1	Richard Bond	22/08/2014	02/09/2014	02/09/2014	
1.2	Liz Warner	16/06/2015	23/06/2015	24/06/2015	Reviewed and amendments made.
1.3	Liz Warner	20/06/2016	24/06/2016	27/06/2016	Minor amendments
1.4	Liz Warner	12/06/2017	06/07/2017	06/07/2017	Minor amendments
1.5	Liz Warner	24/05/2018	15/06/2018	15/06/2018	Minor amendments
1.6	Liz Warner	10/06/2019	08/08/2019	08/08/2019	Minor amendments
1.7	Liz Warner	29/06/2020	08/07/2020	08/07/2020	Minor amendments
1.8	Brad Cunningham	11/06/2021	29/06/2021	29/06/2021	Minor amendments
1.9	Neil Herbert	25/08/2022	06/10/202	06/10/2022	Minor amendments

OUR MISSION

Our school aims to provide a quality education in a caring community based on values of respect, responsibility and resilience and a relentless pursuit of excellence in all that we do.

OUR VISION

Our School will be recognised as a fully inclusive, aspirational, high achieving centre of excellence, firmly rooted in the local community.

We will create, develop and maintain a challenging and stimulating personalised learning environment where no student is overlooked or left behind and where teaching and learning is high quality, inspirational and innovative.

We will consistently have high academic standards and expectations for every individual and continue to place considerable value on sport and healthy living and developing strong links with the community.

All members of our school community will be valued and every success will be celebrated.

Our School will maintain a safe, secure and caring environment in which to work and learn.

AUDENSHAW SCHOOL SAFEGUARDING STATEMENT

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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1. Policy Purpose

This policy outlines Audenshaw School's approach to homework. Homework is work that is set to be done outside the timetabled curriculum. It contains an element of independent study in that it is not usually directly supervised by a teacher. Its role is essential in raising student progress and achievement. Students who regularly complete homework show better progress in assessments, including external examinations.

Furthermore, homework develops students' study skills and improves their personal organisation; as such, it is an integral part of the curriculum. When this is also encouraged and monitored by supportive parents/carers in cooperation with teachers, students progress even faster.

However, not every piece of homework has to be completed at home. For some students who find it hard to work at home, or to complete some tasks which may require more specialised resources, we do provide an opportunity for students to attend a variety of supervised support sessions after school, such as our nightly 'Homework Club'.

2. What Homework will be set and when

Students' daily allocations for each Curriculum Area have been carefully considered and are in line with National Expectations. Please see individual departmental policies to outline types and frequency of homework.

National Average

Year 7 & 8	=	45 - 90 minutes a day
Year 9	=	60 - 120 minutes a day
Year 10 & 11	=	90 - 150 minutes a day

3. Types of Homework that will be set

- Extended written pieces: coursework, project work or research.
- Learning or reading homework, such as Bedrock
- Preparatory/ Research study
- Online platforms such as Seneca Learning, MyMaths, Mathswatch, GCSE Pod and Century, which all provide immediate feedback
- Creative tasks such as rehearsing, drawing or painting.

The type of homework being set will largely be determined by the demands of each individual curriculum area.

4. Rewards

High quality homework should be sensitively praised in class. As appropriate, outstanding work should be presented on display boards around the school and in appropriate Curriculum Areas. Achievement and sustained effort may also be rewarded by other forms of recognitions such as achievement points, letters or postcards home.

5. Sanctions

When homework is initially set, teachers should support the student and ensure that the tasks set meet the student's needs and that they have been clearly understood by the student. If this is so, and a student has not done homework, then sanctions should be used in accordance with the School's Behaviour Policy

Homework tasks should be set by the teacher on Satchel One, or in some cases Microsoft Teams, alongside any supporting resources. Instructions to students should be clear and concise (parents should be able to understand the requirements of the task in order to support their son). Tasks should be published for students to view on the day that they are set

Failure to complete homework will result in a yellow card and a 30 minute detention on the same day as the homework was due in, as outlined in the School's Behaviour Policy.

6. Responsibilities

The role of the student:

- To listen to homework instructions in class.
- To use the School's online homework tool, 'Satchel One' as advised.
- To ensure that 'Homework' is titled as such in their exercise books.
- To spend the allocated amount of time on the homework as advised by the teacher on 'Satchel One'.
- To ensure that homework is completed and handed in on time to meet the deadline set
- To complete all work to the best of their ability.
- To inform the subject teacher of any difficulties prior to the deadline.

The role of the Subject Teacher:

- To set homework using 'Satchel One'.
- To control the direction of homework and the nature of tasks undertaken to ensure that they are appropriate and meaningful.
- To provide the stimulus to support the completion of homework. This should also be uploaded onto 'Satchel One' for students to access electronically.

- To give full and comprehensive instructions both during lessons and through written instructions on 'Satchel One'.
- To set reasonable deadlines for completed work and ensure that they are met.
- To mark and return all homework to students during their next lesson when possible.
- To provide help and support students as appropriate.
- To provide homework that is appropriate to the students' needs and ability profile
- To record missed homework on SIMS as a behaviour log.
- To inform the Curriculum Leader and/or Form Leader and Year Leader as appropriate, when persistent problems arise.

The role of the Curriculum Leader:

- To monitor and ensure high quality homework is consistently set on 'Satchel One' when completing department QA cycles.
- To monitor and evaluate the curriculum provision for homework within their Curriculum Area.
- To support teachers in ensuring that students complete homework appropriately.

The role of the Senior Leadership Team and/or Lead Practitioners:

- To provide staff, students and parents/carers with the necessary homework documentation.
- To monitor the setting and completion of homework in accordance with the homework timetable.
- To sample the recording, quality and consistency of homework set on 'Satchel One' every half term.
- To review annually the School's Homework Policy.
- To monitor and evaluate the School's Homework Policy.
- To monitor the setting and completion of homework in accordance with the Homework Timetable.

The role of the Parent/Carer:

- The role of the parent/carer is crucial in supporting their child to be successful. Parents/Carers should reinforce the value of homework, give their child the confidence to persevere, work hard and reach high standards of achievement.
- The parent/ carer should check that the homework set by subject teachers on 'Satchel One' has been completed to an appropriate standard
- Parents/carers should provide the school with information about any problems by contacting the subject teacher, Curriculum Leader or Form Leader.

Parents/Carers can assist by:

- Providing a table, chair and a quiet place to work.
- Negotiating with their child when homework is to be done as a child's free time is important too.
- Checking that the allocated amount of time is spent on individual tasks.
- Checking presentation and content of homework being returned to school.

7. FREQUENTLY ASKED QUESTIONS ABOUT HOMEWORK

We have received questions and queries from parents and carers concerning a variety of aspects regarding homework. We have summarised these below in what we hope will be a helpful guide which will enable you to further support your son/daughter. Students who regularly complete homework make better progress in assessments including examinations when this is encouraged and monitored by supportive parents/carers in cooperation with teachers, students progress even better.

1. *'What is my role in homework?'*

Encouragement is a major role. Ensure that your child manages and copes with the workload. Sit with them. Talk to them about the tasks. If youngsters verbalise their learning, they are more likely to retain the knowledge.

2. *'I'm busy and don't have time to help. What can I do?'*

It's not essential that you sit with them and work alongside them, but showing an interest is imperative. Ask them what tasks they're undertaking tonight and sound enthusiastic!

3. *'I can't help because education has changed since I was at school. I don't know what my child is taught.'*

You can support by showing your interest in school by attending Parents' Evenings, Progress Evenings, Celebration Evening and other such events. Generally show an interest in what your son does in school. Regularly check the school website and 'Satchel One'.

4. *'I don't know enough about a specific topic to help my child. How can I help?'*

Youngsters thrive on rewards and encouragement. Maybe look at some information together or support them in researching the topic/ subject on the internet. Your child's teacher will help direct them to useful research areas via 'Satchel One'.

5. *'It's noisy and there's no space at home'*

The school has several Homework Clubs which run from early in the morning until 3.40pm. There are also opportunities at lunchtime to complete homework.

6. *'My child doesn't tell me about homework. What can I do?'*

Regularly look at 'Satchel One'. Ask your son's Form Leader. Ask them open questions about today's learning at school and ask to see their exercise books

7. *'My child's homework is set irregularly and then doesn't get marked.'*

The first thing to do would be to talk to your child and make sure of the facts. If there is an issue, speak directly to the subject teacher, Curriculum Leader or Form Leader.

8. *'All my child seems to do is finish off work done in class'*

It is important from time to time to finish off class work. However, homework should take many forms. If you aren't sure – ask or send in a query via the school website or the messaging option on 'Satchel One'.

Finally...

Homework is used to consolidate and extend learning in lessons. It is an opportunity to help youngsters become independent learners and, more importantly, form a base of good practice which can be built on in future years. Audenshaw School regards homework as an integral part of the learning process.

We hope you've found this guide useful. If you would like to make any suggestions for improvement please contact Mr Cunningham, Assistant Principal for Teaching and Learning.