



# Lady Manners School

## Homework and Out of School Learning Policy

<b>Policy No:</b>	041
<b>Reviewed by:</b>	DG
<b>Approved by:</b>	Governors' Curriculum and Students Committee
<b>Minute No:</b>	Min CS57/24
<b>Review Cycle:</b>	Three yearly
<b>Last Reviewed:</b>	22 October 2022
<b>Next Review Date:</b>	October 2027

*Through our shared school values, we aim for all students to thrive, feel included and aspire to grow as individuals who contribute to society with empathy, integrity and positivity.*

This document will be reviewed every three years by the Governors' Curriculum and Students Committee and sooner when significant changes are made to the law.

Guidance from the Department for Education about school policies can be found here: <https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts/statutory-policies-for-schools-and-academy-trusts>

Contents	Page
1. The Purpose and Aims of Homework, Out of School Learning.....	1
2. Equalities Statement of Intent .....	2
3. Standard Practice in Setting Homework .....	3
4. Roles and Responsibilities .....	3
5. Links with Other Policies .....	4

## 1. THE PURPOSES AND AIMS OF HOMEWORK AND OUT OF SCHOOL LEARNING

- 1.1 Homework and Out of School Learning should be seen within the context of our Curriculum Aims:

The curriculum at Lady Manners School provides a rich, enjoyable, broad and balanced education. It incorporates increasing opportunities for flexibility and diversity - thereby meeting the interests, needs and aspirations of all students, and preparing them for adult life in a rapidly changing world.

Homework and Out of School Learning encompass a huge range of activities. The term 'Out of School Learning' is intended to recognise the breadth of learning that can contribute to the development of individual talents but which may not be formally set by, or directly related to, school. The term 'Homework' implies learning activities that are formally set by school.

Homework and Out of School Learning play very important roles in fulfilling the curriculum aims stated above. In particular:

- By helping students to achieve to the best of their abilities
- By encouraging students to take responsibility for their own learning
- By providing a breadth of learning experience
- By providing opportunities for personalisation of the curriculum according to needs and interests
- By providing the skills necessary for further learning and future career development

- 1.2 Homework can have many purposes. These include:

- The re-enforcement, consolidation, development and application of learning undertaken in class
- Research and preparation for an extended piece of work
- Broadening subject skills and knowledge by reading around the subject
- Improving literacy skills by reading for pleasure
- Revision and retrieval of key knowledge and skills
- The development of personal and independent, learning and thinking skills. Skills such as self motivation and time management, creative thinking and reflective learning may be harnessed particularly effectively through homework.

1.3 Effective homework is characterised by:

- A clear purpose and relevance. It must be perceived in this way by students
- Engaging activities that are capable of engendering interest and pride in the final outcome and contribute to the progress made by students
- Variety over time - which may also include an element of choice on the part of the student
- Careful planning as part of a well-designed scheme of work. It should be structured well and have clear learning outcomes
- Being matched to individual needs where appropriate

## **2. EQUALITIES STATEMENT OF INTENT**

Lady Manners School welcomes a diverse population of both students and staff. In order to consolidate and build upon this diversity, equality of opportunity and the absence of unfair discrimination is at the core of all the school's activities. The school will not unfairly discriminate in the recruitment or general treatment of staff or students.

The school is committed to promoting and developing equality of opportunity in all its functions and will seek to do this by:

- communicating its commitment to equality and diversity to all members of the school community;
- maintaining systems for implementation, monitoring, evaluation and review;
- treating acts of discrimination and other contraventions of this policy as a disciplinary offence.

The Governing Board has responsibility for ensuring that the school operates within the legal framework for equality and for implementing the policy throughout the school. In addition, each member of the school community is responsible for preventing unfair discrimination or harassment or victimisation which it is within their control to prevent; and challenging or reporting such inappropriate behaviour if it occurs.

## **3. STANDARD PRACTICE IN SETTING HOMEWORK**

3.1 All students will be set retrieval activities regularly for homework. These will sometimes be marked by the teacher and sometimes peer/self-marked by students or electronically marked. These will help students to build their knowledge, skills and attain better outcomes in assessments. Curriculum Leaders will decide on the nature and frequency of marking.

3.2 Homework will be set when appropriate and will have a strong educational purpose as part of a structured scheme of work. Teachers will use ClassCharts to set homework and give deadlines for completion.

3.3 Students can expect to complete some form of homework on most evenings. However, students will not usually be set a completely new homework task by every subject every week.

3.4 The amount of time spent on homework or independent learning is likely to increase as students move up through the school.

Even within Key Stages some variation will occur. For example, within Key Stage 3 the quantity of homework expected of a Year 7 student who is just settling in to school will be less demanding than for a Year 9 student who may well be making a start with examination-based tasks in some subjects. Similarly, within Key Stage 4 and the Sixth Form, the balance between shorter, closely defined tasks and more open, longer projects will often depend upon which particular subjects are studied.

3.5 A retrieval homework schedule will be set at the start of each year giving an indication of the regularity of this type of homework in each subject. The exception to this will be in the Sixth Form where students can expect all subjects to set at least one significant piece of homework each week

3.6 We greatly value the fact that many of our students are engaged in a wealth of out of school learning activities and aim to find ways to record and celebrate these endeavours. We also recognise that these activities are time consuming and want to ensure that our students can balance them with homework. When possible students who inform staff in advance of other commitments may be allowed extra time to complete homework assignments. However, time management is also an important skill to learn.

## **4. ROLES AND RESPONSIBILITIES**

### **4.1 The Role of School**

4.1.1 The school is responsible for planning and delivering effective, engaging homework as an integral part of its wider curriculum. The school will set a varied, broad programme of homework. Additional resources and guidance will often support homework and Class Charts will be used to set homework and help students with planning and meeting deadlines.

4.1.2 Homework will be matched to abilities. Outcomes will be valued and used to adapt teaching and learning. The school will also take steps to resolve situations where an imbalance of work arises.

4.1.3 The school offers spaces for students to use at lunchtimes, and in some cases before and after school, to complete homework and research tasks. Sixth Form students also have a dedicated ICT centre to use for their independent learning.

4.1.4 The school will deal with the non-completion of homework within normal disciplinary procedures. Responsibility for tackling non-completion

begins with the class teacher and the curriculum area concerned. The completion of high-quality homework will be rewarded through the existing school systems to demonstrate that such effort and care is valued.

4.1.5 The school will monitor the use made of homework through Curriculum Leaders and the pastoral system. The outcomes of this aspect of learning are included within our self-evaluation processes.

4.1.6 The school will give guidance to students on the appropriate use of AI within homework. This will be covered by teachers within curriculum areas.

## **4.2 The Role of Students**

4.2.1 One aim of homework is to encourage students to take responsibility for their independent learning. Students are responsible for planning their time carefully in order to ensure its completion by deadline, and for engaging in homework tasks in order to complete them to the best of their ability.

4.2.2 Students must access Class Charts to find instructions for homework and ensure that they can meet deadlines.

4.2.3 Students must only use AI within homework if their teacher has given them guidance on how to use it appropriately.

## **4.3 The Role of the Parent / Carer**

4.3.1 Homework also enables others, particularly family members, to make a contribution to learning. Parents can support learning by taking an interest in the topics studied and supporting students in managing their time in order to complete the work set by the given deadline.

4.3.2 Parents are asked to let the school know if their son or daughter is experiencing difficulties in completing homework by regularly checking the Class Charts app.

## **5. LINKS WITH OTHER POLICIES**

This policy is linked to our:

- Behaviour policy
- Data protection policy and privacy notices
- Assessment, reporting and marking policy
- ICT and internet acceptable use policy
- Online safety policy