

# COATBRIDGE HIGH SCHOOL

## HOMEWORK POLICY

### Why have homework?

Central to Coatbridge High School's homework policy is the belief that homework is a vital part of school life. It makes a valuable contribution to: school work (through reinforcement and skills development); independent and active learning (through investigation and study skills); pupils' time management skills; promotion of parental links; and it is very much part of preparation for life (since many jobs, careers or further education post-school involve home learning).

### Why have a homework policy?

It is very important that the school provides a consistent message to pupils about homework and this means that departments and staff are consistent in the way that homework is issued, how it is presented and how it is checked and given back to pupils. This revised homework policy document has arisen from a formal review of homework by pupils, teachers and parents of Coatbridge High School as well as information drawn from P7 pupils and parents from our associated primary cluster and aims to provide guidance on key principles and practice of homework.

### What are the main principles of the policy?

- ✓ Homework should have a clear educational purpose and be reasonably challenging to the pupil without being too onerous – pupils' personal and social lives are also important to their development.
- ✓ Homework should be appropriate to the abilities and needs of individual pupils.
- ✓ Homework should be encouraged as a positive experience for pupils.
- ✓ Departments should compile individual policies that are in line with CHS homework policy and outline a programme of homework for year groups or courses, as necessary.
- ✓ Pupils, parents and staff should all be made aware of their roles in relation to the policy.
- ✓ The practice arising from the policy should be subject to monitoring and annual review.

## **How will these principles be put into practice?**

### **The role of departments**

Departments should agree a Homework Policy (to be included in departmental handbook) in line with whole school policy. This will include a programme outline of amount, nature and patterns of homework that are to be provided for all year groups/courses, from S1-S6, as well as procedures for correction and monitoring of effectiveness of homework. Departments should also give pupils guidance on the homework they can expect to receive from them as well as guidance on coping with deadlines and tackling homework. Departments should consider providing this information via the school's website/GLOW so that it is also accessible to parents.

If available, departments should make pupils aware of departmental study guides and supported study.

An outline of the school's formal departmental supported study programme will be made available to pupils and parents via the school's website/GLOW.

Departments should stress the need for revision as an integral part of homework.

#### Principal teachers should ensure the following practice:

Agreed departmental homework policy is consistently implemented by all staff, as per whole school 'Monitoring Departmental Effectiveness' guidelines.

Homework tasks, materials, and frequency of issue are discussed regularly at departmental meetings.

The principles applying to classwork contained in the Support for Learning Policy are equally applicable to homework with differentiation considered (extension work for the more able, help sheets or parental involvement for the less able).

Staff maintain a record of all homework issued to each class and formal homework tasks corrected by staff form part of staff assessment records. Steps are taken to deal with regular non-completion of homework by pupils. Letters are sent home to parents/guardians to alert them to non-completion of homework.

Time is set aside annually during a DM in summer term to review the operation of the policy.

All staff should ensure the following practice:

When issuing homework:

Pupils produce homework planners at the start of the lesson. Staff must ensure that homework is noted in homework planners and not in class/homework jotters.

Pupils are given standard instructions about entries (ie, homework inserted at the date due).

The purpose of homework tasks should be clearly explained to classes, in terms of developing their skills, eg, research exercise developing enquiry skills, etc, and giving them a sense of individual progress in learning.

Sufficient time is given to the issue of homework to pupils and is given verbally and in written form to allow pupils to note and understand the nature and intended outcomes of their homework. Teachers should ensure that all pupils leave class knowing exactly what is required within their homework task.

Sufficient time is given to complete homework tasks. Staff should be aware that pupils have homework for other subjects and should avoid issuing lengthy homework for the following day.

Use of homework planners is encouraged by all staff and monitored by registration staff, the latter providing regular returns to allow SMT monitoring of use and provision of rewards, as appropriate.

When correcting and returning homework:

Feedback on homework to pupils is integrated into lessons wherever possible and is seen to be valued by being marked or checked, either collectively (class checking), individually (dialogue and teacher marking/written feedback) or by sampling a number from time to time. Feedback is vital – homework must be corrected and feedback given within a reasonable length of time. Teachers should adopt AiFL strategies whenever possible when providing feedback to pupils (2 stars and a wish).

Appropriate steps are taken to deal with pupils who fail to complete homework on a regular basis, eg, issue of homework letters to parents, communication with Pupil Support, communication to pupils and parents via inclusion in ‘Monitoring, Tracking and Target Setting’ reporting, etc. It is vital that these steps are taken before staff concerns are conveyed to parents at the time of yearly reports.

### **The role of pupils/support for pupils**

Pupils will be expected to recognise the important part homework plays in their progress. They will be expected to bring and effectively use their homework planners and to return homework within agreed completion times.

Through study skills units in PSHE, pupils will be given guidance and support in the effective use of homework planners and in the planning of homework and study/revision; good study habits and self-assessment and personal record keeping.

Pupils should be made aware of any supported study sessions that departments make available informally via departments and via supported study schedules.

The school's website/GLOW will be used to provide information on homework for pupils and parents, commencing with provision of S1 homework and associated support information.

Pupils should be made aware of steps that will be taken in response to regular non-completion of homework.

### **The role of SMT**

Promote and publicise homework policy and the value of homework, eg, via parental letters, at assemblies, during visits to registration classes, etc.

Consult with staff, pupils and parents in the formulation of homework policy.

Support departments in the review/revision and the implementation of departmental policy on homework.

Provide support to Principal Teachers in instances of persistent non-completion of homework.

Communicate with parents/guardians regarding policy and practice, being aware of specific needs of parents/guardians.

Identify and address staff development needs when developing homework policy.

Regularly discuss policy and practice with Principal Teachers at link meetings.

Monitor policy implementation, including the use of homework planners and drop in at registration to do spot-checks of homework planners.

Review school homework policy with all stakeholders.

### **The role of parents**

Parents generally support the issue of homework. They therefore play an important role in encouraging and supporting their child at home. Parents will be informed of school policy and asked to support it, in particular by regularly checking planners to encourage use and by contacting their child's Pupil Support Teacher if concerns arise.

Parents will be expected to encourage the use of a school bag to allow homework materials to be taken home safely.

Parents will be made aware of plans to use the school website/GLOW increasingly to provide them with an insight into homework provision, starting with S1 and associated support information.

### **Frequency of homework**

Regular issue of homework from the early stages of S1 will ensure pupils develop good working habits of studying and revising on a regular basis.

Expected time to be given over to homework for all year groups/courses, from S1-S6 will be set out by departments within their departmental homework policy. An indication of overall times to be set aside for homework by all year groups will then be provided on homework guidelines for parents. This information will also be shown on the school's website/GLOW to allow parental access.