

# BLOOMFIELD COLLEGIATE SCHOOL

## Homework Policy

Approved by the Board of Governors 17 June 2021



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## 1. Principles

*'Homework is not an optional extra, but an essential part of a good education.'* -1999 White Paper, *Excellence in Schools*.

Bloomfield Collegiate School is committed to providing learning opportunities of the highest quality and effectiveness to enhance pupil achievement. Homework is a compulsory and integral part of the education of all pupils. It provides a valuable learning strategy outside the classroom which enables pupils to prepare for learning, consolidate and reinforce learning, synthesize and extend learning, and develop independence and a sense of responsibility essential for life-long learning. Homework tasks, activities and assignments are varied, meaningful and engaging, and are considered carefully in relation to other teaching for learning strategies within the curriculum and are embedded in the learning intentions of all schemes. Homework enriches the home-school partnership enabling parents to become more involved in their daughter's education and make a useful contribution to her academic development. The student planner is essential to enable parents to be aware of the type, frequency and quality of homework being set and their daughter's response to it. Further, the Office 365 suite of applications facilitates home study assignments, enhancing access, organisation, completion, submission and feedback mechanisms, and so enriches the learning opportunities of home study.

## 2. Purposes

In this school we strive to encourage independent learning and develop pupils' ability to study effectively and achieve success. Through homework tasks pupils have opportunities to:

- demonstrate understanding and practise work done in class;
- consolidate and extend learning and reinforce skills;
- assess progress and understanding;
- practise and become competent and confident in using cross-curricular skills and thinking skills and personal capabilities;
- develop responsibility, organisational skills and good work habits;
- carry out individual research;
- manage time and work to deadlines;
- improve skills of presentation and take pride in their work;
- develop study and learning skills;
- develop qualities such as reliability, responsibility, self-confidence, self-motivation, independence, and initiative;
- involve parents and carers in learning.

## 3. Criteria for Success

Homework policies and procedures provide for a successful teaching for learning strategy if:-

- homework is given regularly to all classes;
- pupils complete tasks to the best of their ability and to a high standard of presentation;
- homework tasks are well structured and differentiated to match the ability, interests and maturity of pupils across all year groups;
- homework provides opportunities to reinforce and extend learning;
- individual homework tasks are structured to be completed in no longer than 30 minutes at Key Stage 3, 45 minutes at Key Stage 4 and 60 minutes at Key Stage 5;
- a variety of homework tasks are utilised and include innovative strategies that reflect the range of learning styles and developments within education;

- pupils are required to submit completed homework tasks by the deadlines agreed between teachers and pupils;
- homework provides opportunities for pupils to discuss their work and progress with their parents;
- each pupil is supplied with a student planner to assist in the recording of homework and other tasks;
- the assessment of homework contributes to the tracking of pupil progress;
- the school provides afterschool facilities to enable pupils to complete homework tasks;
- homework is marked in accordance with departmental policies and teachers provide prompt and constructive feedback so that pupils value their work and know how they can make progress;
- homework tasks should have clear success criteria which are understood by pupils;
- homework is planned in schemes of learning and pertinent to the knowledge and skills being developed;
- homework is able to be completed within the timescale set and resources available;
- collegial work sampling ensures consistency within departments and across the curriculum;
- pupils are encouraged through metacognitive coaching to intrinsically value homework as part of their learning;
- high quality pupil work and good study dispositions are sensitively praised and incentivised through awards of merits, celebration postcards and stickers, displays of pupil work in the classroom, corridors and social media;
- form teachers monitor student planners for effective organisational approaches to home study;
- classroom teachers use support and appropriate, consistent sanctions to address late submissions, incomplete homework or work reflecting lack of effort, in line with departmental and whole school disciplinary procedures.

#### 4. Links to other policies

This policy is translated into action with other policies and procedures:- Curriculum Policy, Teaching for Learning Policy, Assessment Policy, Blended Learning Policy.

#### Dates of Policy Review

<b>Nature of Review</b>	<b>Date Review Completed</b>	<b>Date Ratified by Board of Governors</b>
Amended Policy	September 2015	24 September 2015
No changes	May 2017	28 September 2017
Sentence added to end of Principles, 3 points added to Criteria for success	May 2021	17 June 2021