

Policy Lead: Helen Lowe, SLT	Published on Website:
Date Approved: June 2022	Review Date: June 2024

We recognise that the quality and effectiveness of homework depends on how creatively it has been planned. As a result, we aim to ensure that homework is relevant and planned to complement, extend and add value to classroom learning. Homework intrinsically supports the teaching and learning in the classroom and should inspire and challenge every student to enable them to make excellent progress.

Whenever a task is set, teachers will designate the task as one of the following three types of activities:

- **Preparation:** Work required for the student to prepare for the next lesson
- **Stretch:** work designed to challenge the student and see whether they can apply their knowledge
- **Consolidation:** a task which helps to reinforce the challenging nature of the work done in class.

The purpose of Homework

At Stoke College we believe that the purpose of homework is to:

- Encourage students to develop the skill, confidence and motivation needed to study effectively on their own
- Consolidate and reinforce the skills and understanding developed at school
- Extend school learning
- Involve parents in their learning and keep them informed about the work their child is doing
- Prepare students for the particular demands which await them in their studies, such as the production of coursework, controlled assessments, research projects and extended essays

As a result, homework also has a contribution to make to students’:

- Independent learning
- Consolidation of knowledge
- Ability to learn by doing
- Self-discipline
- Research and study skills
- Ability to complete work not suited to the classroom situation

Assessment, Feedback and Progression

In each subject, students will be told the criteria on which the work will be assessed and the high standards that will be expected of them in completing their homework. Feedback and marking will show students **what** and **how** to improve. For more information on assessment and feedback see the Marking Policy.

Frequency and duration

Monday	Tuesday	Wednesday	Thursday	Friday
Year 7 – approximately 30 minutes per piece				
Maths	Geography	English	Spanish	Food
French	Science		History	Art
				Computer Science
Year 8 – approximately 30 minutes per piece				
English	Maths	French	History	Science
Art	Geography	Spanish		Food
	Computer Science			
Year 9 – approximately 45 minutes per piece				
English	Maths	Science	History	Food
Spanish	French	Geography		
Geography		History		
		Art		
		Computer Science		
Year 10 – approximately 45 minutes – 1 hour per piece				
Maths/Physics C	Biology C Chemistry C Physics S	English	Maths/Chemistry S	Biology S/English
LDC/Geography/ Drama		Computer Science French/Spanish/PE	Drama/Art/Business Studies/Food	DT/History
Year 11 – approximately 45 minutes – 1 hour per piece				
Maths	Biology C Physics S	English	Maths/Chemistry S Physics C	English Chemistry C Biology S
PE/Drama/Statistics	French/Spanish/DT	Business Studies	Geography/Art/LDC	

Computer Science		History/Food/Music		
------------------	--	--------------------	--	--

The role of Parents and Students

Parents: We ask that parents provide their children with a quiet place to work, away from distractions. In addition to this we ask of parents that they:

- Offer support and guidance to their child whilst making sure that the work genuinely reflects his/her understanding
- Contact their child's tutor if they have significant concerns about how their child is coping with homework tasks in general, or the appropriate teacher if they have concerns in a specific subject
- Check to make sure that deadlines are being met
- Write a brief note in their children's planners if there are reasons why a task could not be completed on time.

In our experience, it is important that the work completed during homework, whether it is right or wrong, should be that of the student, as that will best allow our experienced teachers to assist the student in the subsequent lessons and homework tasks.

Students: We ask students to do the following:

- Do homework tasks to the best of their ability and to seek additional guidance if any aspect of the work is unclear
- Submit work which has been produced neatly with an underlined title and date
- Hand homework in on time and, where there is a problem, let their teacher know that they are struggling, in advance of the deadline for the submission of work
- Make sure that the work which is being submitted by them is their own work and has not been downloaded, copied or plagiarised from another source.

Special Educational Needs: In setting homework tasks for students with SEND, teachers will seek to balance the importance of pupils sharing fully in the work of the class with their individual learning needs.

Links with other policies

Marking Policy

