

## **Kings International College for Business & the Arts**

### **Homework Policy**

Homework is an important and integral part of the college curriculum. A good, well-managed homework programme encourages the development of personal skills and attitudes that students will need for successful independent learning. It should also encourage enjoyment of learning and consolidate knowledge and understanding introduced within the classroom. It also provides parents with an opportunity to take part in their children's education. Homework is also important in raising student achievement.

The homework model for Kings International reflects a partnership with clearly defined responsibilities:

- Upon teachers - to rigorously set and assess homework in accord with the appropriate policies.
- Upon the student - to do homework to the best of his or her ability, within the requirements of the homework timetable.
- Upon parents - to ensure that homework is undertaken, and to closely monitor both homework and the Student planner; the latter being both the vehicle in which homework is recorded, and the easiest means of regular home College contact.
- Upon the College - to ensure that parents and students are supported in discharging their responsibilities.

Kings International College operates a positive model for all students and the intention is to consolidate and extend the learning process. Homework has a very positive and significant effect on achievement and it embeds positive learning habits for life long learning. Students will be provided with a supportive framework with access to expertise, facilities and ICT. Students are encouraged to complete homework and tutors will monitor to see if homework is being set and recorded. Parents/Carers will only be informed if homework is persistently not being undertaken and recorded on Behaviour Watch. In such cases support will be offered to reverse the situation.

In Years 7 and 8, students are required to complete homework projects throughout the year in a two week cycle. In Years 9, 10,11and13 students may be given weekly homework, projects or coursework to complete. Coursework however is predominantly a feature of all KS4 courses and due to the fact that the completed work may be required for submission to the examination board, appropriate sanctions will be applied for incompleteness.

### **THE PURPOSE OF HOMEWORK**

- To consolidate and extend work covered in class or prepare for new learning activities.
- To access resources not available in the classroom.
- To develop research skills, have an opportunity for independent work, show progress and understanding.
- To provide feedback in the evaluation of teaching.
- To enhance their study skills e.g. planning, time management and self discipline.
- To take ownership and responsibility for learning.
- To engage parental co-operation and support.
- To create channels for home College dialogue.

## HOMEWORK: POLICY THROUGH GOOD PRACTICE

### 1. Good Practice in learning

- a) Homework should normally relate to previous learning or be preparation for future learning. It should thus be regarded as an integral part of the curriculum and must be planned and prepared alongside all other programmes of learning and within the context of Kings International's Assessment and Marking Policies. ([T/College Management/College Handbooks/Policies](#))
- b) Homework should constitute meaningful and worthwhile work.
- c) Homework should carry the support of parents and / or carers, who should be encouraged to help students, engage in family learning activities, monitor student work, provide encouragement for students, and ultimately even assist with the marking / evaluation of homework.
- d) Homework completed to the best efforts of the student should be acknowledged and praised, within the classroom wherever possible.
- e) Homework may relate to a wider variety of activities than is possible in the classroom, but all tasks should have an outcome that can be monitored.
- f) 'Finishing-off' class work is not normally acceptable since inevitably, some students will be left with very little to do whilst others may have far too much. Indeed, where 'finishing-off' is routinely set as a homework task students are inclined to waste time in lessons in the knowledge that work can easily be completed at home. However, it is perfectly acceptable to set tasks that require students to 'Continue with work started in the lesson' (although this should usually relate to work commenced near to the end of a lesson) or 'complete h/w task given in the lesson'.
- g) Homework should be adequately differentiated and appropriate to the needs of individual students. Over a period of time, it should employ and / or require a diverse range good practice in organisation

### 2. Good Practice in organisation and administration

Homework should be set according to the homework guidelines (See Staff Planner). In Years 7 and 8 students are set a series of Independent Learning tasks to complete on a two weekly cycle. Each task should take the student up to 10 hours to complete over a two week cycle as outlined on the schedule in the homework room on the VLE (Virtual Learning Environment). In Years 9, 10, 11 and 13 students may be given weekly homework, projects or coursework to complete. Further support materials are also available on the VLE. Students are able to access the VLE at home with their own personal log in and this also provides the ideal opportunity for parents to engage and support the learning activities. The Learning Resource Centre (LRC) is available to students before and after the college day and during brunch and lunch times.

Subjects may also set additional homework tasks to support learning. Students should be instructed to indicate how long it is intended the homework should take.

'None set' should be written where no homework is set – for example in Years 7 and 8 the homework task may not be set at this time, or it could reflect staff absence. Homework should be suitable for all students concerned and cater for those with learning difficulties as well as those who show a marked aptitude for the subject. Each subject teacher should ensure that students record the homework tasks in their planner. Form tutors should conduct a weekly check that students are recording homework each day.

The completion of homework and the quality of work produced should be closely monitored and recorded by the subject teacher. If a student submits work which is not commensurate with his/her ability or if she fails to produce complete homework without good reason, prompt action should be taken.

In Years 7 and 8, if a student fails to hand in a homework project, the class teacher will record a no homework stamp or signature in the planner and the action taken should be determined by the departmental policy. A low level record will be recorded on Behaviour Watch and a letter will be sent home. Further homework missed by a subject will be recorded by the class teacher as outlined above as level 1 disruption for that subject and sanctions applied. The tutor will monitor the planner and will record in Behaviour Watch a level 2 sanction for two homeworks missed or a level 3 sanction for 3 homeworks missed and a letter will be sent home.

In Years 9,10,11 and 13 a homework stamp or signature will be recorded after 3 missed homeworks in a row and a low level record will be recorded on Behaviour Watch by the tutor. Further sanctions: - a level 2 sanction will be recorded for 6 homeworks missed over period of 2 weeks and level 3 sanction for 9 homeworks missed over a period of 3 weeks. A letter will also be generated and sent home.

In all year groups the tutor should liaise with the Performance Manager. If the problem persists the parents should be invited into college for a formal interview with the Performance Manager and/or tutor.

Written work should be marked and returned to students within a reasonable period of time. Each department should have a policy on the way in which different kinds of tasks are marked and assessed. This policy should reflect the whole College Teaching and Learning Policy

### 3. Good Practice in Parental Involvement

Parents and Carers are encouraged to support in all aspects of college life and this is especially the case with homework. Research tells us that homework is most successful when parents are able to get involved with their child's learning and especially when they have more information about what is required of the student. Parents are encouraged to communicate through the use of the student planner. Through the student login parents are now able to access and support the homework tasks via the College's Virtual Learning Environment (VLE).

#### Benefits of parental support

- Contact can be established with all parents, irrespective of the nature of catchment areas
- The geographical, socio-economic, cultural or historical challenges of catchment areas can be overcome with the communication that is facilitated through children's homework.
- Parents provide a significant amount of quality time with their children
- Parents and children talk, work and spend time together as homework activities are discussed and completed.
- Parents become more knowledgeable about the College curriculum
- Parents become more involved in the assessment of children's progress
- Inequality of educational opportunity is reduced
- Esteem between, parents, students and teachers is enhanced
- Promoting Family Learning activities Underpinning Home College Agreements
- Raising standards

4. Good Practice: the student, Class Teacher, Curriculum Faculty Leader, Tutor and Performance Manager

#### **The role of the student**

- To listen to homework instructions in class.
- To copy down instructions for the task and deadline date into the homework diary.
- To use the VLE where necessary to access tasks and resources
- To ensure that homework is completed and handed in to meet the deadline.
- To attempt all work to the best of their ability.
- To discuss with the class teacher any difficulties before the deadline.

#### **The role of the Class Teacher/Faculty Leader**

- To set homework according to the timetable.
- To give full and comprehensive instructions.
- To set deadlines for completed work and ensure that they are met.
- To mark and return all homework promptly and according to the departmental marking policy.
- To provide help and support.
- Inform the tutor and Performance Manager when problems arise.

#### **The role of the Tutor**

- To see that homework is being set and recorded.
- To check that the diary is being signed by the parent/carer
- To note and respond to any comments written in diaries by parents.
- To monitor completion and use intervention strategies where needed

#### **The role of the Performance Manager**

- To monitor and evaluate homework policy within their curriculum area.
- To monitor that homework is being completed by the student.
- To contact parents where homework is persistently incomplete

#### 5. Incentives

High quality homework and a good work ethos should be sensitively praised in class. Where appropriate, homework should be included in display work. Reward points may be awarded for good homework. For exceptional pieces of homework, a letter or postcard may be sent home.

6. Feedback on Homework/Assessment/ Formative Assessment or Assessment for Learning  
All homework completed by students should be acknowledged. The College and department assessment and marking policies indicate the nature of feedback that it is appropriate for staff to give on students' homework. Feedback should, wherever possible, be formative, indicating how improvement could be possible and the next steps that students need to take to improve. Formative assessment can involve no mark, just detailed feedback on areas to improve '*To improve*' (TI) and *What Went Well* (www). This helps students to focus on how to improve their work, not the mark. Homework may be marked by students themselves as part of self and peer marking programmes that form part of our Assessment for Learning strategy. This will be part of a carefully planned assessment strategy, often using assessment ladders (APP), designed to help students to gain deeper understanding of what good answers look like and how marks are allocated. It has a significant impact on progress and attainment.

Criteria for feedback on homework

Outstanding	T1 and www a plus prompt feedback, dated within a week of handing in
Good	T1 and www feedback not prompt, dated
Satisfactory	Evidence of marking, limited feedback
Poor	No evidence or feedback, or homework not set