

Porthcawl Comprehensive School

Homework Policy



Approved by: Full Governing Body	Date: 14 th October 2024
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PERSEVERANCE CREATES SUCCESS



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1. Rationale

Homework and 'work beyond the timetabled curriculum' is an essential part of a broad and balanced education.

Homework enhances pupil learning, improves achievement and develops pupils' study skills. As such homework is an integral part of the curriculum. It requires careful planning and integration into the scheme of learning of each curriculum area.

Not all homework is done at home; in fact, for some pupils who find it hard to work at home, or for some tasks which may require resources (books, software, equipment) more readily available at school, it can be necessary or desirable to carry out the task in school. Resources such as the school library are available to support this. To support pupils, homework must be planned, differentiated, meaningful and clear.

At Porthcawl Comprehensive School we believe that homework enables pupils to:

- consolidate and extend work covered in class or prepare for new learning activities.
- access resources not available in the classroom.
- develop research skills.
- have an opportunity for independent work.
- show progress and understanding.
- provide feedback to teachers and opportunities for responsive teaching
- enhance their study skills e.g. planning, time management and self-discipline.
- take ownership and responsibility for their learning.
- encourage parental engagement and support.
- create channels for home-school dialogue.
- reinforce positive attitudes to work.



2. Types of homework

In this policy, the term 'homework' is used to describe any form of work or task completed by pupils outside of the timetabled curriculum. With this definition, homework can therefore take many forms depending on the specific needs of subjects and the individual needs of the pupil. Examples of homework tasks include:

- Revision in preparation for an assessment
- Research
- Redrafting of work following feedforward
- Advance reading specific materials or consolidation reading
- Self-identified study where a pupil is having difficulty in a particular area
- Collection or collation of materials/resources for a practical task
- Past papers or examination questions
- Note making
- Group work/project
- Listening tasks
- Practice e.g. of a musical instrument, cooking
- Presentations
- Oral tasks
- Finishing off work not completed in class

3. Quantity of homework

The amount of homework set will vary from class to class, subject to subject and is dependent on the time of year. Therefore, as a school we do not prescribe a fixed number of hours or tasks that a pupil must have in any given week. Heads of Faculty carefully plan homework and assessment opportunities into their schemes of learning, and the setting of homework is monitored through ClassCharts to maintain quality and consistency. Evaluation of homework tasks by Heads of Faculty and Senior Leaders is also part of the school's self-evaluation programme.

4. Roles and responsibilities



The role of the Pupil:

1. To listen carefully to homework instructions in class.
2. To check the ClassCharts student App daily to keep track of what homework they have and when it is due to be completed.
3. To use a diary or planner to record homework and deadlines if they do not have access to the ClassCharts Student App.
4. To ensure homework is completed to an appropriate standard and on time.
5. To inform the class teacher of any difficulties in enough time to respond with guidance and support.

The role of the Class Teacher:

1. To set homework that is appropriate for the pupils in their class using ClassCharts.
2. To give full and comprehensive instructions and resources for the task.
3. To set deadlines for completed work within an appropriate and manageable timescale.
4. To provide additional help and support where requested and appropriate.
5. To praise pupils for good work verbally, in writing and through ClassCharts.
6. To mark and return homework as promptly as possible.
7. To keep a record of homework tasks, marks, levels and grades.
8. To facilitate 'WWW', 'EBW' and feedforward tasks for homeworks where appropriate.
9. To record when homework deadlines are missed on ClassCharts using the 'Missed Deadline' button.
10. To provide a 'second chance' deadline for students to submit late homework tasks.
11. To set a Class Teacher Restorative Detention for students who do not meet the deadline for a second time, recorded on ClassCharts.
12. In the event of 3 homework deadlines being missed, to refer students to their HoF/HoD as part of the school's graduated response.

The role of the Form Tutor:

1. To monitor the homework calendar on ClassCharts weekly, and support students in their form by reminding them of key deadlines in the week ahead.
2. To monitor students in their form who are receiving 'Missed Deadline' negative points on ClassCharts and provide additional coaching and guidance to support those students.
3. To discuss pupils causing significant concern over missed deadlines with the Head of Year.
4. To celebrate and praise pupils who have been identified by class teachers for the quality



of their homework on ClassCharts.

The role of the Head of Faculty and/or Department:

1. To quality assure, monitor and evaluate the homework being set and completed within their curriculum area through ClassCharts homework calendar.
2. To sample homework tasks and conduct staff and pupil voice activities as part of a whole-school approach to self-evaluation.
3. To support staff with students who miss three deadlines as part of the school's graduated response. HoF/HoD follow-ups include restorative detentions and phone calls home to discuss missed deadlines.
4. To praise and celebrate pupils who improve their accuracy in meeting deadlines for homework tasks.
5. Departmental schemes of learning and curriculum planning documentation should outline details of homework tasks.

The role of the Head of Year:

1. To reinforce the importance of homework and meeting deadlines in dialogue with pupils, staff, parents and carers.
2. To inform staff of any circumstances that might be affecting a pupil's ability to complete homework.
3. To monitor the homework being set and completed in their year group through ClassCharts homework calendar, identifying individuals causing concern in multiple subject areas.
4. To support class teachers, HoFs and HoDs with students identified as causing concern through missed deadlines as part of the school's graduated response. HoY follow-ups include meetings with parents, carers and pupils to discuss missed deadlines, restorative detentions and inclusion as required.
5. To celebrate and praise students for outstanding homework individually, in communication with parents and carers, and in celebration events and assemblies as appropriate.

The role of the Pastoral Support Officer:



1. To monitor the homework of identified students through ClassCharts in agreement with the relevant HoY.
2. To provide individual mentoring and support to students whom they are mentoring.
3. To liaise with staff regarding pupils who they are monitoring and supporting.
4. To liaise with parents/carers and offer support/advice where appropriate.

The role of parents/carers:

1. To speak to their child regularly about homework and discuss the importance of doing homework.
2. To provide a suitable environment in which homework can be done.
3. To support and encourage their child in the completion of homework.
4. To monitor their child's homework through the ClassCharts Parent App.
5. To provide the school with information about any problems or barriers to meeting deadlines.
6. To ensure that if their child has been absent that they catch up on any uncompleted work.
7. To respond to any communication on the non-completion of homework through ClassCharts and discuss this with their child.
8. To praise and celebrate their child's performance in homework tasks as appropriate.

The role of Senior Management:

1. To support subjects and faculty areas in the development of homework through activities linked to the school's self-evaluation cycle and improvement plan.
2. To review and maintain the school's homework policy.
3. To keep parents/carers informed of the whole school policy via the school website and prospectus.
4. To reinforce the importance of homework with individual pupils, classes, parents or carers.

5. Praise



All teachers, form tutors and Heads of Year should praise and recognise students when high quality homework has been produced. Praise and recognition can include:

- Verbal praise to an individual student or class
- Positive points being awarded on ClassCharts
- Displaying examples of homework in classrooms
- Subject postcards home (where available) to celebrate excellent work
- A positive phone call home in the case of exceptional work
- A positive referral to a Head of Year or SLT link
- Recognition in form time, assemblies and meetings with parents
- Excellent work being sent to A-Block for display on the Headteacher's board

6. Graduated Response

All teachers should establish high expectations that homework will be done and that failure to meet deadlines will result in consequences. When homework is not completed, teachers should initially support the pupil and ensure the tasks **set** meet the pupil's needs. If this is so, then sanctions should be used.

The graduated response for a failure to meet deadlines should be as follows:

Stage	Graduated Response
<p>Stage 1 - A student has failed to hand in a homework task on time. No valid reason has been provided to explain this.</p>	<p>Class teacher records this using the 'Missed Deadline' button on ClassCharts. A 'second chance' deadline is set for the pupil to complete the homework task, usually the following day.</p>
<p>Stage 2 - The student misses the 'second chance' deadline. No valid reason has been provided to explain this.</p>	<p>Class teacher sets a 'Class Teacher Restorative Detention' on ClassCharts. This can be used as an opportunity for the task to be completed at the teacher's discretion.</p>
<p>Stage 3 - EITHER a student fails to attend or engage in a class teacher restorative detention OR misses 3 set deadlines in the same subject.</p>	<p>Class teacher refers student to the HoF / HoD. HoD/HoF attempts 2 strategies with the pupil, for example a phone call home to discuss concerns or a HoF restorative</p>



	detention.
Stage 4 - EITHER a student fails to attend or engage with HoF interventions OR a student is identified as missing deadlines in 3 or more subject areas.	HoD or HoF refers student to the HoY or Pastoral Support Assistant. HoY attempts 2 strategies with the pupil, for example a parental meeting, restorative detention or inclusion as appropriate.
Stage 5 - EITHER a student fails to attend or engage with HoY interventions OR persists in missing deadlines across a number of subjects over a period of a half-term.	HoY refers to the SLT link for the year group. SLT link attempts strategies with the pupil. Including SLT restorative detentions and inclusion.

