



**WEST EXE TECHNOLOGY COLLEGE
KS3 HOME LEARNING POLICY**

Approved by School Improvement Committee on: 24th May 2011

KS3 HOME LEARNING POLICY

INTRODUCTION

Home Learning is an integral part of a student's learning opportunity at West Exe. Homework is set regularly at West Exe, but the amount and type of work set depends upon the age and ability of the individual student, together with the nature of the subject. The College seeks to develop increasingly independent learners who take responsibility for their learning. Homework makes an important contribution to this process and, therefore, it is our expectation that students will complete every homework set.

WHY GIVE HOMEWORK?

In setting homework we seek

1. to reinforce and embed work covered in class.
2. to extend and enhance work covered in class.
3. to prepare for the next lesson or topic.
4. to cover work of a type not suitable for the classroom.
5. to develop reading skills and habits.
6. to develop the ability to plan and meet deadlines.
7. to develop good study habits, self discipline and personal organisation.
8. to occasionally inform the assessment of progress.
9. to develop a range of personal, learning and thinking skills (PLTS) that enable students to become independent enquirers, creative thinkers, reflective learners, team workers, self managers and effective participants in school

WHAT TYPE OF HOMEWORK WILL BE SET?

The type of homework set will vary according to the student's ability and the purpose of the task. Typically, homework set in core subjects will be shorter pieces of work whilst homework set in foundation subjects will be longer pieces of work designed to develop the PLTS outlined in Appendix 1.

This variety might incorporate:

Worksheet : research : learning : reading : note-making : summarising : comprehension : problem solving : testing : collecting data : revision : essays : sketching.

HOW OFTEN IS HOMEWORK SET? HOW LONG SHOULD IT LAST?

1. All students will be set homework that is challenging and relevant to their learning needs.
2. The Core Subjects of English, Maths and Science will set homework weekly that will typically last up to 30 minutes per subject.

3. The Humanities (History, Geography, RE), Expressive Arts (Music, Art, Drama) and Technology will set an assignment that lasts throughout the 4 week module. These assignments will be structured enabling students who require guidance to know what they should be doing on a weekly basis. Students will only be set an assignment in one Humanities subject and one Expressive Arts subject per module. Students are expected to spend up to 30 minutes on each assignment each week.
4. MFL will set homework weekly that will typically last 20 minutes.
5. Staff will write the homework set on the whiteboard and this should be copied into student's planners.
6. Homework will be assessed and recorded, and appropriate feedback will be given. In Core Subjects at least 2 out of 4 homework tasks set per module will be assessed against NC levels in order to identify future learning needs. In other subjects the emphasis will be on the development of PLTS (see Appendix 1) as well as providing subject specific feedback to students.
7. Students failing to complete homework will be subject to a range of sanctions including, where appropriate, subject detentions.

RESPONSIBILITIES

Students are expected to

- record homework set in their Planners
- show their Planners to their parents weekly
- complete work to the best of their ability
- submit work on time
- seek help as necessary and in good time
- respond to feedback

Parents are asked to

- look at the Planners weekly and discuss homework tasks with their child
- record concern in the Planners so that teachers can work in partnership to iron out difficulties
- provide an environment at home enabling the student to engage in homework
- support the college through sanctions, if necessary, to ensure homework is completed

Form Tutors

- ensure Planners are being used to record homework
- ensure Planners are signed fortnightly
- respond within 2 days to parental contact via the Planners

Subject Teachers

- ensure worthwhile homework is set in line with Department policies
- ensure students record their homework
- respond to parental contact
- apply the appropriate reward and sanctions in line with Department and College policies
- liaise with Subject Leaders
- ensure student receives adequate support, encouragement to produce high quality homework
- celebrate and reward homework successes

Subject Leaders

- ensure there is a homework policy with the subject
- ensure homework is set in accordance with the policy
- ensure that all homework is marked in accordance with Department policy
- ensure that staff maintain a record of homework completed
- apply the appropriate reward and sanction as agreed within the department
- liaise with subject staff
- communicate concern to both student and parents and inform them of support if necessary
- celebrate and reward homework successes
- ensure the department make an effective contribution to school homework and study support

Leadership Group

- ensure the Homework Policy is monitored and applied by Subject Leaders
- ensure Planners are used effectively
- maintain a high profile and status for homework through regular reference, celebration and praise
- provide facilities and support in College for homework completion

Year Leaders

- ensure tutors use Planners effectively
- liaise with Subject Leaders communicating any concerns
- devise and provide support to ensure all students meet College expectations
- celebrate and reward homework in assemblies

Support

A range of homework support is available for students. These include -

- access to a homework support room (The Learning Resources Centre) on Monday, Tuesday, Wednesday and Thursday between 3.00 and 4.30 p.m.

PERSONAL, LEARNING AND THINKING SKILLS

Independent Enquirers

- Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes
 - identify questions to answer and problems to resolve
 - plan and carry out research, appreciating the consequences of decisions
 - explore issues, events or problems from different perspectives
 - analyse and evaluate information, judging its relevance and value
 - consider the influence of circumstances, beliefs and feelings on decisions and events
 - support conclusions, using reasoned arguments and evidence

Creative Thinkers

- Young people think creatively by generating exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value
 - generate ideas and explore possibilities
 - ask questions to extend their thinking
 - connect their own and others' ideas and experiences in inventive ways
 - question their own and others' assumptions
 - try out alternatives or new solutions and follow ideas through
 - adapt ideas as circumstances change

Reflective Learners

- Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning
 - assess themselves and others, identifying opportunities and achievements
 - set goals with success criteria for their development and work
 - review progress, acting on the outcomes
 - invite feedback and deal positively with praise, setbacks and criticism
 - evaluate experiences and learning to inform future progress
 - communicate their learning in relevant ways for different audiences

Team Workers

- Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes
 - collaborate with others to work towards common goals
 - reach agreements, managing discussions to achieve results
 - adapt behaviour to suit different roles and situations
 - show fairness and consideration to others
 - take responsibility, showing confidence in themselves and their contribution
 - provide constructive support and feedback to others

Self Managers

- Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities
 - seek out challenges or new responsibilities and show flexibility when priorities change
 - work towards goals, showing initiative, commitment and perseverance
 - organise time and resources, prioritising actions
 - anticipate, take and manage risks
 - deal with competing pressures, including personal and work-related demands
 - respond positively to change, seeking advice and support when needed

Effective Participators

- Young people actively engage with issues that affect them and those around them. They play an full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves
 - discuss issues of concern, seeking resolution where needed
 - present a persuasive case of action
 - propose practical ways forward, breaking these down into manageable steps
 - identify improvements that would benefit others as well as themselves
 - try to influence others, negotiating and balancing diverse views to reach workable solutions
 - act as an advocate for views and beliefs that may differ from their own