

DE LA SALLE COLLEGE



HOMEWORK POLICY

***“SO WHETHER YOU EAT OR DRINK, SO WHATEVER YOU DO,
DO ALL TO THE GLORY OF GOD.”***

CORINTHIANS 10:31

Compiled by: The Head of College	Last Reviewed: September 2023
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GUIDELINES AND PROCEDURES FOR SECONDARY

Overview

- Parents are aware that we attach great importance to the regular completion of homework.
- Each boy will be given a homework timetable at the beginning of the school year.
- Heads of Department must ensure that members of their team set work in line with Departmental and School policy.
- Subject teachers are responsible for the setting and marking of homework. The Head of Department, Head of House, Tutors and parents will be alerted to any issues via the Student Manager system.
- All homework should be handed in on time so that the students can establish meaningful study skills and comply with procedures.

Parents' responsibilities

Parents will receive a weekly email that outlines the homework set. We encourage parents to discuss this email with their son and to support him in monitoring the homework set.

Class teacher and Tutors' responsibilities;

- Tutors are responsible for checking regularly that homework has been set for their tutor group.
- Sufficient time is set aside for the teacher to explain and set homework, ensuring students are fully aware of the expectations of that homework.
- In the marking of homework subject teachers should be constructively critical in their comments and offer praise and encouragement wherever appropriate.

Homework allocation;

- In KS3 (Year 7 and Year 8) homework set will normally take up to 30 minutes per subject.
- In KS4 (Year 9 to Year 11) homework set will normally take up to 45 minutes per subject.
- In KS5 (AS & A Level) 5 hours per subject per week is a minimum expectation for the boys. This will comprise of specific homework set by the teachers and independent work undertaken by the boys.

PRIMARY SCHOOL SPECIFIC HOMEWORK POLICY

(To be read in conjunction with the College Homework Policy)

By the term 'homework', this policy refers to anything children do outside the normal school day that contributes to their learning, in response to requests or guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents/carers to support the children's learning. For example, parents or carers who spend time reading stories to their children before bedtime are supporting their learning in a very valuable way.

Homework is a very important part of a child's education, and can add much to a child's development. We believe that homework can help to make links in pupils' learning and to enable them to become lifelong learners, not simply regarding learning as something which goes on at school.

We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home. Indeed, we see homework as an important example of partnership and cooperation between teachers and parents/carers. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire the skill of independent learning.

Homework plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in family and leisure activities, and participating in various clubs and organisations which play an important part in children's lives. We are well aware that children spend more time at home than at school, and we believe that they

develop their interests and skills to the full only when parents/carers encourage them to make maximum use of the opportunities available outside school.

Throughout the Primary School, parents are informed about the planned learning for each term. They are encouraged to support and supplement that learning at home. Practical advice as to how this can be done is often available. Homework is discussed during parent consultations and any problems/queries about homework are encouraged and responded to by class teachers (either via homework diary or by phone call/e mail).

PRE-RECEPTION

No formal homework is given in Pre-Reception but it is hoped that parents will contribute to their son's learning by sharing and contributing to the Tapestry Learning Journey.

RECEPTION and KEY STAGE 1

A variety of tasks will be set which will include, initially, reading and learning of Key Words before more formal reading activities. Practise in letter and number formation, the learning of spellings and basic research will all be part of homework for our youngest pupils.

From Year 2 upwards use of a homework diary is encouraged. This also becomes a communication tool between school and home.

At this stage we expect children to spend approximately 1 hour a week, although this may well be in addition to reading and enjoying books with parents/carers.

KEY STAGE 2

The expectation of older pupils is that they will undertake their tasks more independently. Literacy and Numeracy homework are routinely set and we expect the pupils to consolidate and reinforce the learning done in school through practice at home.

Daily use of a homework diary is essential.

At this stage we expect children in Years 3 and 4 to spend approximately 20 minutes a night on homework (not including reading). Those in Years 5 and 6 should spend approximately 30 minutes a night on homework (not including reading)

YEAR 6

Year 6 pupils are set homework from their secondary teachers as well as from their Class Teacher. A termly homework timetable is given to parents. Pupils will continue to use a “Primary-style” Homework Diary in Year 6.

INCLUSION

All homework tasks are set appropriate to the ability of the pupil and may be adapted so that all pupils can contribute in a positive way.