

Grace Academy Coventry

Homework Policy

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1. Introduction

- Independent Learning (IL) reinforces classroom learning
- It helps students to develop skills and attitudes that they need for successful work place and life-long learning.
- IL supports the development of: good organisation, time management and the confidence to think for oneself.
- IL also provides teachers with further evidence to ascertain how much of the work in class students have understood and can apply, so that they are better able to plan for progression.

2. The Purpose of Independent Learning

The purpose of IL is to:

- (a) Encourage students to develop the skills needed to learn independently.
- (b) Develop self-discipline in work habits including working to deadlines.
- (c) Consolidate, reinforce and extend the skills, knowledge and understanding developed in the classroom.
- (d) Open up areas of study or sources of information that are not accessible in the classroom.
- (e) Enable students to meet the demands of GCSE and other controlled assignments.
- (f) Prepare students for school and public examination.
- (g) Encourage parents/carers to be involved in students' learning.
- (h) Foster a partnership between home and school by providing parents/carers with an opportunity to share in their child's learning.

3. The Format of Independent Learning Tasks

IL may include the following:

- (a) Reinforcement of class work.
- (b) Research topics and investigations.
- (c) Preparation for topic/class work.
- (d) Reviewing, redrafting or summarising a piece of work.
- (e) Activities related to personal and social development.
- (f) Preparation for a presentation.
- (g) Activities to support learning vocabulary, concepts and key words.
- (h) Preparation for topic test.
- (i) Completion of classwork extension activities set within the classroom

4. Independent Learning and Study Support – The Role of Parents/Carers

Most students will complete their learning projects at home. Parents/carers are therefore in a position to offer vital support and encouragement in this area. Parents/carers can provide this support and encouragement by:

- (a) Providing an appropriate learning space in which their son/daughter can work.
- (b) Talking with their son/daughter about their Independent Learning, the standards they are achieving and the importance of carrying out learning projects.
- (c) Checking deadlines and helping their son/daughter manage their time successfully so that these deadlines are met.
- (d) Praising their son/daughter for a successful completion of Independent Learning.

5. The Nature of Independent Learning

IL tasks will vary but can have the following in common:

- (a) The IL will be linked to the curriculum maps
- (b) The purpose of the IL given should be clear to students and the task itself should be fully explained.
- (c) IL tasks can be varied involving a range of activities but are primarily designed to work alongside the curriculum maps and support learning
- (d) IL tasks should be manageable for students
- (e) The IL's level of difficulty should take account of students' needs and abilities; its focus is to enhance learning
- (f) Some IL tasks will allow students to exercise initiative and creativity.
- (g) IL tasks will have appropriate feedback which can come in various forms

6. Independent Learning Support

The following forms of support are available to students in their learning project tasks:

- (a) The Learning Centre, books and computers are available.
- (b) IT rooms.
- (c) School website (for certain subjects).
- (d) Teaching staff.
- (e) Homework clubs
- (f) Other programmes Grace Academy utilizes such as: GCSE Pod and Seneca

7. Assessment and Feedback

A variety of methods of assessment and feedback can be used examples include:

- (a) Self-assessment - student assesses work himself/herself in green pen
- (b) Peer-assessment - work is assessed by another or other students in green pen
- (c) Teacher-assessment – feedback is given in red pen
- (d) GCSE Pod quizzes – set by class teacher and marked on-screen

8. Roles and Responsibilities of Academy, Teacher, Student and Parent

The designated person is responsible for reviewing this policy and for monitoring its implementation.

8.1 Heads of Faculty/Subject leads/Head of Department

Heads of faculty, subject Leads and heads of department are responsible for ensuring homework is being set by teacher. They are all responsible for reviewing independent learning within their department. They will also check that homework has feedback in one of the forms mentioned in point 7.

8.2 Class Teacher

Class teachers are responsible for setting and collecting homework. They must ensure the homework they have set has feedback. Class teachers are also responsible for sanctions in line with the policy if deadlines are not met as well as praise when the teacher deems appropriate.

8.3 Form Tutor

The form tutor is responsible for checking in with the student regarding their homework. They can look to see if they can help support the student with any potential barriers.

8.4 Student

Students are responsible for completing the learning tasks on time to the best of their ability, and for seeking help if they experience difficulties

8.5 Parents/Carers

Parents/carers should support students with their learning tasks, show that they value learning, and support the academy in explaining how it can help students to progress. Parents/carers should encourage students and praise them when an IL task is completed.

9. Communication of the Policy

This policy will be issued to all staff and to governors on a yearly basis with any changes highlighted. Parents will be informed through the issuing of IL guides for Key Stage 3 and 4.

10. Monitoring

- (a) Subject staff will monitor completion of learning tasks, applying sanctions in accordance with GA policy.
- (b) Teachers as well as subject leads will arrange sanctions and monitor the setting of IL tasks, its marking, and teacher feedback to students
- (c) The Academy Leadership Team will, in their role as line managers, monitor the quality assurance procedures of faculty heads.
- (d) The ALT – Student Outcomes will monitor the policy and use parental/student questionnaires, the feedback from subject leads and student voice to ensure IL tasks are supporting learning

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