



Budmouth College

Homework Policy

Governors' Committee responsible:	Curriculum
Link Senior Leader responsible:	Saira Sawtell
Date reviewed:	15 th January 2014
Next review date:	November 2017

Working Together. Creating Opportunities

The Policy has been reviewed using the equality impact assessment initial screening record and positive impact is explicitly intended and very likely.

All *policies* can be found on the College 'R' drive in the Policies folder.

Equality Impact Assessment – initial screening record

1. What area of work is being considered?

Homework

2. Upon whom will this impact?

All students years 7-11 incl.

3. How would the work impact upon groups; are they included and considered?

The Equality Strands	Negative impact	Positive impact	No impact
Minority ethnic groups			x
Gender			x
Disability			x
Religion, Faith or belief			x
Sexual Orientation			x
Transgender			x
Age <small>(N/A to pre-school and school children)</small>			x
Rurality			x

4. Does data inform this work, research and/or consultation, and has it been broken down by the equality strands?

	NO	YES	Uncertain
Minority ethnic groups	x		
Gender	x		
Disability	x		
Religion, Faith or belief	x		
Sexual Orientation	x		
Transgender	x		
Age	x		
Rurality	x		

Does the initial screening highlight potential issues that may be illegal? YES / NO

Further comments:-

Do you consider that a full Equality Impact Assessment is required? YES / NO

Initial screening carried out by

Signed: Saira Sawtell Date: 22.10.13

Comment by Headteacher:

Date.....



Homework in Years 7 – 11 incl.

College rationale for homework:

We believe that homework is set to develop independence, consolidate what has been learned in the lesson and to deepen subject knowledge. Learners are required to record homework tasks and due dates in their planners (and may need teacher support). All homework is to be on FROG.

Our expectations for homework are:

Homework will be set weekly in English, Maths, MFL, History, Geography and Science. Homework will be set at appropriate intervals in all other subject areas.

As a guideline, in Key Stage 3 approximately thirty minutes per week should be spent on each subject; in Key Stage 4 this will increase as appropriate, up to approximately two hours per week.

Teachers will endeavour to set suitable deadlines (usually no less than 72 hours) so as to not cause stress but managing time and deadlines is accepted as a key skill. Progress Leaders will monitor any congestion and alleviate it.

All forms of own study will be embraced:

- discussion forums on FROG;
- producing creative resources;
- teaching somebody;
- learning and memorising spellings etc.;
- reading around the subject;
- researching;
- re-drafting;
- recording reflections;
- revising;
- preparing for lessons;
- practising exam questions.

Subject Leaders will monitor the setting and marking of regular, quality homework. Teachers will ensure that the level of work set is accessible for the learners. If a homework task is proving difficult, learners are encouraged to seek support promptly from their teacher.

Rewards: Good learning through homework will be rewarded with a 9 for progress or other reward system.

Sanctions: Non-completion of homework will be registered as a 4 on SIMS. Progress Leaders will monitor the accumulation of 4s. Additionally, teachers will monitor completion and may use detentions as appropriate.

We welcome any support that parents/carers can provide because we know that through working together we will create more effective and successful learners. In Years 7 & 8, should you assist with homework, it would support us as teachers if you mark the work with 'PA' (parent assisted).