



Rashid School for Boys

Respect and Kindness ♦ Always Learning ♦ Ready for Leadership

Homework Policy

Policy Summary

This policy covers the reasons for setting homework, the type and amount of homework that should be set and the support given to students, parents and staff with regards to homework.

Homework Policy

Homework, parents and home tutors

Homework forms an important link between the home and the school. Parents' views about the school can be heavily influenced by homework, as it is the key area where school work impacts on the home. There will always be some parents who feel that too little homework is set and other who feel there is too much. Part of our job is to decide on the policy and then explain it, sympathetically, to parents.

A feature of homework at Rashid School can be the heavy reliance, by some families, on home tutors. A good tutor can be a wonderful asset, but tutors can become unhelpful if they complete work for the student, with little explanation or student understanding. Teachers should look for consistency between the work completed in school and work done at home. If the work is clearly completed by the tutor this should be discussed with the family.

Why we set homework

Homework is used to:

- provide an opportunity for extended learning
- develop student responsibility for their own learning
- consolidate and practice new concepts
- help measure progress and provide feedback
- re-enforce learning
- provide independent learning opportunities
- practice English and Arabic through writing and reading
- develop good study skills

Good homework

High quality and worthwhile homework is likely to include one or more of the following characteristics. The homework will:

- allow an opportunity to reflect on and review student learning
- be linked to students' interests, their environment or their culture
- help to develop language skills
- have a real purpose
- be encouraging and motivating
- give the opportunity for students to think
- be well matched to student ability
- allow students to explore ideas
- appeal to different learning styles
- develop good study habits i.e. research, time management and self discipline

Assessment and recording

Homework should be assessed or marked according to the school's Assessment for Learning policy. Homework should be marked carefully and promptly, if possible before the next day or lesson, and in such a way that the student feels that their efforts have been valued by their teacher. Our marking and assessment policy is flexible and allows teachers to decide whether to put a grade, score or percentage on student work. However, current research indicates that a short written comment, without a grade or score, is the most effective form of teacher feedback.

A written record should be kept to show what homework has been set, who has completed it and what progress they made.

High quality assessment will:

- let the student know how he is doing in relation to his learning objectives
- allow the student to understand what he needs to do to improve
- be positive and supportive
- allow opportunities for peer assessment
- be linked with rewards rather than sanctions
- relate to criteria that are known and understood by the student

Monitoring homework

Primary Key Stage Coordinators and Secondary HoDs have a responsibility to monitor homework within their areas of responsibility. This monitoring should include checking that homework has been set according to the homework timetable and school policy and that homework is assessed carefully and promptly.

In Secondary, Form Tutors should check homework diaries each day and, when there is time, see the homework. This is particularly important in Key Stage 3, to ensure that home based study become a regular and routine part of the school day.

Coordinators and other school leaders are responsible for overseeing the process, for updating the policy and for gathering the views of parents and the school community with regards to homework.

Sanctions for non-completion of homework

There are many reasons why homework is not completed and these can range from the genuine; illness, the work set was too difficult or unclear, to the silly; it was 'eaten by my camel' or 'the maid put it in the washing machine'. We have found that repeated, negative sanctions, such as detentions, do little to improve homework, but do a great deal to damage teacher pupil relationships.

The school policy is that non-completed or poorly completed homework should first be reported to the Class Teacher or Form Tutor and then the appropriate grade shown on the student's Progress Sheet. Low homework grades will then lead to 'yellow' or 'red' Progress Sheets. In Secondary teachers should use 'incident report' forms to inform Form Tutors and Coordinators about poorly completed or non-completed homework.

If the Class Teacher or Form Tutor considers that the issue is too serious to wait until the next Progress Sheet, then contact with parent can be initiated through the Key Stage or Year Group Coordinator.

Secondary homework diaries and files

All students have a Homework Diary or file for recording their homework and helping communication between home and school. The diary is central to monitoring homework and for communication between home, Form Tutors and subject teachers. Form Tutors should check that the diaries are used and that any comments from parents are seen and responded to.

Subject teachers should set homework before the end of the lesson and make sure it is recorded in students' diaries. Please be aware of students who may have difficulty recording their homework and ensure that enough time is given for it to be entered correctly.

How often should homework be set?

Years 1 to 6

In Years 1 to 6 students usually have two homeworks per afternoon, Sunday to Wednesday. There are two English and two Maths homeworks per week, plus Arabic/Islamic Studies each day. In addition students have a reading book and are encouraged to read in Arabic and English every day.

Key Stage 3

In Years 7 and 8 there will be one timetabled, written, homework per night, Sunday to Thursday, in the core subjects of Arabic, Mathematics, English, English Language Development/French and Science. This homework should, where necessary, be differentiated and aim to take 15 to 30 minutes.

In Year 9, Geography and History are added to the homework timetable.

Reading is an important part of the homework provision and will be set regularly in English, ELD, Arabic and Islamic studies. A section of the homework diary will be a Reading Record and this is for use by the teacher, student and parents / guardians (see attached sheet).

Other departments should also set homework when they feel this is required. There are two additional spaces in the homework diary and teachers should check with students, Form Tutors or the Year Group Co-ordinator, that they are not making an unreasonable demand on any particular evening. The emphasis will be on setting high quality homework that meets the characteristics shown on the first page of this policy. With these additional homeworks the emphasis will be on rewarding good practice using the commendation system and progress sheets.

Key Stage 4 (GCSE and Non-GCSE Courses)

For the majority of students in Years 10 and 11 there will be a homework timetable of three subjects per day. This will include both core and optional subjects. With these older students teachers have the flexibility to not set homework when it is not required and to set longer activities where there is necessary. However, as a guide an average homework should take 20 to 30 minutes.

Year 12 High School Diploma

It is important that the HSD programme is seen as a serious alternative to AS levels. Although the academic level is lower, it still needs to extend learning and prepare students for study in further or higher education. Homework should be set once per week in each subject as shown on the homework timetable which includes core and elective subjects. If homework is not completed consistently this must be reflected clearly in progress sheets, transcript and end-of-year achievement grades.

AS/A2 Courses

Home study and private study in school form an important part of AS courses. Due to the individual nature of student timetables there is no formal homework timetable to these students. However, they may be expected to work one to two hours per day and sometimes more when close to examinations.