



CAVENDISH
EDUCATION

Trinity School and College



HOMEWORK POLICY

Trinity puts children's rights at the heart of our provision in order to improve well-being and develop every child's talents and abilities to their full potential. Trinity recognises the United Nations Convention on the Rights of the Child putting it into practice within the school and beyond.

This policy promotes Article 3: the best interests of the child must be a top priority; Article 23: children with a disability have the right to live a full life with dignity and, as far as possible, independence; Articles 28-29: the right to a good quality education, which develops every child's talents and abilities to their full potential.

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Rationale

This policy statement has been produced to provide a coherent framework for the school. It is a common experience of families where a child has a specific learning difficulty or social communication disorder, that getting homework completed can present itself as a stressful experience. Therefore, this policy seeks to provide a structure for homework which supports learning, improves progression and minimises the stress and anxiety for young people. Homework within Trinity takes into account a range of factors including individual academic and social needs, as well as personal travel arrangements for each pupil.

Through consultation processes, Trinity, parents and teachers may agree that the provision of homework can be counter-productive to a positive educational experience and harmonious home life. Therefore, this policy seeks to provide a statement on the availability of homework at different Key Stages of Education, whilst supporting a personalised learning programme which promotes a person centred approach to the educational provision.

Aim

Homework is seen as one of the principal ways in which pupil achievement can be raised and is particularly focused on supporting pupils from Year 9 onwards.

The aim of this policy document is therefore to:

- enable pupils to understand that independent learning is vital to achieving success;
- give every pupil the opportunity to fulfil their potential;
- instil in all pupils the importance of life-long learning;
- provide training for students in planning & organising time;
- promote a responsibility for learning within each pupil.

For homework to be effective it has to be stimulating and challenging; supported by the quality of the teaching and learning occurring in the classroom.

This policy contributes to raising attainment and the quality of the educational experience we provide to our pupils.

Purposes of Homework

There are various reasons for setting homework, examples of which are:

- to encourage and develop self-discipline, study habits and a range of skills in planning and organising time;
- to allow reinforcing, extending and consolidating of work done in class;
- to give pupils experience of working on their own, and to develop in pupils a sense of responsibility and commitment to their own learning;
- to involve parents/carers as partners in education;
- to prepare for tests/examinations
- to further challenge and extend gifted and talented children;
- to provide focused and sustained support for our pupils.

Principles Underlying Homework Policy

Students must take full responsibility for their homework and should be supported by their parents/carers. Homework should be issued in appropriate quantities with completion dates, should be both clear and reasonable, taking account of home environment, travel arrangements and extracurricular activities of pupils, including family and cultural obligations.

Homework should

- be a carefully planned and an integral part of course work;
- match the needs and abilities of pupils;

- promote opportunities for consolidation and extension.

Homework is related to current work and where possible is stimulating and challenging. Learners should be adequately prepared for the completion of tasks set i.e. they are not to complete homework where the topic has not been covered in class.

School Practice

Trinity will communicate to parents and carers the aims of the homework policy and how the student planner will be used to support the timetable. Students in Year 10 and above will be provided with information on homework via their school email account.

The Homework Club

This provision will be run weekly in order to support pupils developing independent study skills as well as having access to ICT equipment and a Literacy or Numeracy Teacher/Instructor for the School.

Students will be encouraged to seek appropriate support to ensure that they are able to complete tasks set for homework e.g. attend the school homework club. All homework must be recorded in the pupil's contact book or diary. Feedback on attendance at the homework club will be provided to all staff by the teachers who have provided cover for the homework club weekly via email to allstaff@trinityschoolrochester.co.uk.

Types of Homework for each Key Stage

Practice Exercises – this provides pupils with the opportunity to apply new knowledge, review, revise and reinforce newly acquired skills.

Preparatory homework – providing opportunities for students to gain background information on a unit of study so that they are better prepared for future lessons

Extension assignments – encouraging students to pursue knowledge individually and imaginatively

The Homework Timetable

For Hever, Leeds, Chilham, Lullingstone, Dover, Reculver, Deal and Upnor Classes

No more than two pieces of homework will be set for the week focused on Literacy and Numeracy only. Other homework is available on request and needs to be requested through the class tutor.

For Cooling, Scotney, Canterbury, Rochester, Tonbridge and Walmer

Homework set should be achievable within 15 minutes

It will be set during the lesson and will generally have a deadline of one week.

Conclusion

Young people who are working towards qualifications in English, Mathematics, ICT, Science and a range of cross dimensional learning programmes as well as Choice Subjects will be provided with homework regularly, as illustrated in the timetable above. Homework continues to be a pupil centred provision and appropriate to courses being studied.

It may well be the case of course, that parents with younger children would like to do more homework with their child than shown in the Key Stage 1, 2 and 3 provision. In this case, they are asked to contact the tutor or Head of School directly, who will be happy to supply further homework for them. If parents and carers wish not to have homework set to be undertaken at home, then learners will need to attend the homework clubs in the school or college day so that they can complete the homework. It is essential to support learner's preparation for examinations and assessment that learners engage in independent study within the homework clubs.

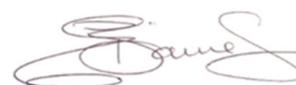
Teachers will always attempt to maintain the balance between healthy challenge and undue stress when setting homework, however if parents are not comfortable with their child's homework situation, they should speak to the class tutor in the first instance, so that appropriate adjustments can be made and agreed. If problems persist, they should speak to the Executive Headteacher.



Rebecca Kennedy, Head of School

Date: November 2019

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Elizabeth Baines, Executive Principal/Governor

Ratified 25th November 2019