



Independent Learning (Homework) Policy

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Homework and Independent Learning policy

Introduction

At Bow School we believe in the importance of homework and independent learning in helping students to consolidate their learning, maximise their progress and achieve their potential. Opportunities to learn independently, as well as helping students to become active learners, promote an enthusiasm for learning and raise standards. This supports our mission to empower each student to build the character, hone the skills, develop cultural capital and attain the qualifications needed for them to become *world and career ready*.

Subjects are expected to set independent learning tasks (ILTs) without exception. This work should be challenging, meaningful and linked explicitly to each subject's learning aims. An overview of the types of tasks set should be included in subject's long-term plans.

ILTs should be completed to the highest of standards by students, failure to do so will result in sanctions being applied in line with the school's behaviour policy (see below). To ensure that it is, homework should be set, marked and recorded on a regular basis by classroom teachers.

ILTs also form part of the range of evidence from which teachers make assessment decisions when submitting student progress data centrally.

ILTs are work that is set to be done outside the timetabled curriculum and contains an element of independent study in that it is not usually directly supervised by a teacher.

NB "homework" is done at home; in fact, for some pupils who find it hard to work at home, or for some tasks which may require resources (books, software, equipment) more readily available at school, it is necessary or desirable to carry out the task at school.

Why are ILTs important?

ILTs enable students to:

- consolidate and extend work covered in class or prepare for new learning activities
- access resources not available in the classroom
- develop research skills
- have an opportunity for independent work developing the skills of self-motivated learning
- show progress and understanding
- provide feedback in the evaluation of teaching
- to enhance their study skills e.g. planning, time management and self-discipline
- to take ownership and responsibility for learning
- engage parental co-operation and support

- create channels for home school dialogue

The evidence (education endowment foundation) shows that ILTS can add, on average, is five months additional progress to a student.

What form can ILTs take? (not exhaustive)

- Reading, writing and extended writing.
- Research
- Knowledge organisers revision in preparation for 'low-stakes' testing
- Watching Youtube revision tutorials (e.g. Mr Bruff for English)
- Consolidation or extension of work completed in class
- Interviews
- Practical activity such as practising, rehearsing, memorising, sketching etc.
- Watching /Observing
- ICT/On-line activities
- Problem solving
- Completion of coursework or other assessments

ILTs should always be set so that they underpin the relevant learning aim(s) of the curriculum and, where possible, should be adapted to allow students of different abilities and/or needs to succeed.

What sanctions are in place for non-completion of homework?

Pupils who do not hand in their homework by the deadline set by their subject teacher are given one more chance to complete it. If the homework is still not handed in, then a B1 Incomplete/Unsatisfactory homework behaviour point will be awarded. This will result in a 20 minute detention to be served by the student.

Responsibilities

Subject Areas:

Each subject area is expected to map out the homework and ILT opportunities for each year group across each unit of work, with the information being shared by the Subject Leader with their team. Setting time limits for homework and ILTs should only be an approximate guide to the actual time students spend on independent work recognising that different students will work through tasks at a different pace depending on their ability and the development of their independent skills.

| Year | Core Subjects (Maths, English and Science) | Other Subjects |
|-------|-------------------------------------------------------------------------------------------------|------------------------------------|
| 7 & 8 | 1 Hour per subject per week | 30-45 minutes per subject per week |
| 9 | 1.5 hours per subject per week | 45 minutes per subject per week |
| 10/11 | 1.5 – 2 hours per subject per week | |
| 12/13 | 2 hours per week per subject plus at least two hours of self-set independent study per subject. | |

Subject Leaders are responsible for:

- the mapping of homework and independent learning tasks across the long and medium term plans for the department
- ensuring that all subject teaching staff are aware of setting and marking of these tasks on Google Classroom, in accordance with school policy
- monitoring and reviewing the quality of homework and ILTs being set and completed in their area
- planning for the systematic enhancement of homework and ILTs year on year
- monitoring their department's homework on Google Classroom and ensuring all staff have set it and uploaded relevant material

Subject teachers are responsible for:

- setting homework and ILTs on Google Classroom in accordance with the long and medium term planning
- planning lessons, in advance of setting homework, which provide clear stimulus and background learning to aid the good completion of work
- setting clear and appropriate deadlines for the completion of work on Google Classroom and ensuring that these deadlines are met
- ensuring that all work is marked and returned to students promptly
- applying the school's rewards policy in recognising high quality work or effort through praise in class or through deep marking and feedback or through the use of rewards, such as positive SIMs and praise postcards
- applying the school's approach to setting sanctions and seek support from their subject leader as appropriate
- using homework and ILTs as part of displays of student work
- follow the homework first policy where homework is handed out and students are given an opportunity to record this in their planners at the start of the lesson

Students are responsible for:

We expect our students to demonstrate our core values of adaptability, curiosity, determination, responsibility and respect.

On this basis, when being set or completing ILTs students should:

| Adaptability | Curiosity | Determination | Responsibility | Respect |
|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Where work is challenging find different ways to approach tasks, working with others or their teacher if necessary | Respond curiously to the work set. Asking questions if they are ensure about what is expected | Complete work to their best of their ability, using ILTs as an opportunity to show what they have learned and what they are capable of | Complete all work set, the first time, taking responsibility for ensuring they do so. Seeking out additional help if they need it | Hand work in on time, well presented and in their best handwriting/presentation |

Tutors are responsible for:

- Ensuring students are aware of and completing their homework.
- Checking in each day/week with students to understand what has been set, when it is due and whether students need any additional help
- Offering support/advocacy where a student is facing problems with a ILT
- communicate clearly with students and their parents when students are regularly facing challenges in completing ILTs

Heads of Year are responsible for:

- Identifying students in their YGs who are regularly picking up sanctions for incomplete ILTs
- Putting in place support for such students
- seeking regular opportunities to praise and reward excellent pieces of ILT or independent study
- supporting subject leaders where incidents of persistent non-completion have not been improved through subject based sanctions

The LRC manager is responsible for:

- making opportunities available for lunchtime, pre and post school completion of homework and independent study.

The role of the Parents

The role of the parent is crucial if a child is to gain success and making progress through the completion of ILTs..

Parents can play a key role in reinforcing the value of independent study by giving positive feedback to their child. This will give the student the confidence to persevere, work hard and reach high standards of achievement.

Parents can also assist by

- Accessing GC to check which ILTs have been set, by whom and when they are due.
- Supporting their child by establishing a clear routine around when and how ILTs should be completed (day, time, place)
- supporting their child in planning out when tasks have to be done ensuring that students also have adequate free time
- providing, where possible, the appropriate conditions in which students can quietly and successfully complete work by accessing Google Classroom and/or other platforms.
- checking the time spent on individual tasks as well as the quality of presentation and content of all work being returned to school