

Academy vision

Lambeth Academy's vision is to 'be exemplary'. The ethos of the academy is to deliver educational excellence in teaching and learning and the curriculum to ensure that every learner at Lambeth Academy develops their individual talents, abilities and interests to their full potential. A key mission is to develop independent learners and inquirers, and we believe that doing homework is one of the main ways in which learners become confident and independent in their learning, a necessary skill throughout their time at school, and in adult life.

Aims

We set homework at Lambeth Academy for a number of reasons. These include:

- To develop our learners' ability to study and learn independently
- To develop our learners' ability to organise their time and priorities to complete work to deadlines
- To reinforce learning from the lesson
- To help prepare for future lessons
- To extend the work and ideas of the lesson
- To work independently on coursework
- To allow teachers to assess the learning of learners and to plan further lessons accordingly
- To invite parents and carers to be actively involved with their child's learning

Homework Activities

The homework tasks that are set vary according to the year group, subject and scheme of work and may include:

- an extended piece of writing
- a project over several weeks
- learning keywords or concepts
- revising for a test
- answering questions on a worksheet
- brainstorming some ideas to prepare for the next lesson
- researching a topic
- discussing an issue with family and friends
- redrafting and improving a piece of work carried out previously
- reading
- producing a diagram, drawing or model
- practising a skill

Homework Frequency

The school does not have a fixed homework timetable with time allocated for different subjects on different evenings. Learners will need to learn to manage their time so that they do some homework each evening. Teachers will not set homework to be completed for the next day, but will give learners at least two days to complete the homework. The time devoted to homework should increase as the learner progresses through the school.

Homework will be collected the day it is due and feedback given within 2 weeks.

Key Stage 3 (Year 7, 8 and 9)

- English, Maths and Science, History, Geography, Technology, MFL, RE, Citizenship, Art – *at least* once per week between 30mins and 1 hour.
- There may be occasional homework in Music, Dance/ Drama and PE
- This may translate to approximately one hour of study per night.

Key Stage 4 (Year 10 and 11)

- Homework in ALL examined subjects *at least* once per week: English, Maths, Science, MFL, RE, Citizenship and the option subjects between 1 hour and an hour and a half.

Key Stage 5 (Year 12 and 13)

Learners in Years 12 and 13 are expected to devote approximately five hours per week outside lessons to each subject. Learners are encouraged in addition, to read as widely as possible around their chosen subjects to broaden their knowledge.

Careful consideration will be given to ensure homework is differentiated, where necessary, to take into account individual needs, such as EAL, SEN and More Able.

Rewards and Sanctions

We believe that learners should be rewarded for their hard work and for exceptional work produced. To positively reinforce the significant role that homework plays in learning and ensure the highest levels of participation in homework, the following rewards and sanctions are adopted within each department.

Rewards:

- General and sensitive use of praise to recognize sustained effort for good homework and achievement.
- Achievement Points allocated to the learner.
- Exemplar homework shared with the class or used within display work.
- Letter or Postcard Home for exceptional pieces of homework.

Sanctions:

- Learners will receive negative behavior points if the homework submitted beyond the submission deadline or the learner fails to complete the homework assignment.
- Detentions may be set by the classroom teacher with any regular concerns being reports to Subject/Curriculum Leaders/Head of Year with the learner's parents/carers being contacted.
- When homework is not completed, teachers should initially support the learner and ensure the tasks set meet the learner's needs. If this is so, then sanctions should be used. Teachers receive support from their Curriculum Leader and senior staff.

Supporting Homework

We strongly believe that homework must be accessible to all learners. Whilst the emphasis of homework is for the assignments to be completed at home, the academy does offer a Homework Club to act as a supportive facility for learners to complete homework.

Homework Club runs every Wednesday after school, from 3.30pm to 4.40pm, in the Learning Resource Centre (library). All learners are able to work alongside staff to receive support and clarification regarding any aspect of their set assignments. The LRC provides an ideal learning

space where learners may work in a happy and suitable learning environment and have access to resources and ICT facilities to help them complete their homework successfully.

Principles for Effective Homework

We believe homework may be most effective when the following principles are in place:

- The tasks within homework assignments are clear and well-structured.
- Homework tasks are purposeful and are a positive reinforcement for learning.
- A range of homework tasks set across the year to enable learners to develop a range of skills. This includes developing their skills as independent inquirers and general study and research skills.
- Homework tasks provides opportunity for learners to study and work independently to help extend and consolidate learning.
- Staff, parents and learners all have roles and responsibilities in ensuring a positive and consistent approach to homework that enables learners to enhance their learning.
- Homework assignments are differentiated, where necessary, to enable all learners to achieve.
- Enables learners to develop skills in organisation, time and task management.
- Is a useful tool in enabling teachers to assess learning and plan further lessons accordingly.

Responsibilities

The role of the pupil

1. To listen to homework instructions in class.
2. To record instructions for the task and deadline date into the student planner.
3. To ensure that homework is completed and handed in to meet the deadline.
4. To attempt all work and give their best.
5. To inform the class teacher of any difficulties before the deadline date.

The role of the Class Teacher

The class teacher controls the direction of homework and the nature of tasks undertaken.

The teacher will:

1. Set homework regularly.
2. Provide the stimulus.
3. Give full and comprehensive instructions.
4. Set deadlines for completed work and ensure that they are met.
5. Ensure that homework is evidenced in line with Curriculum Area Policy.
6. Provide prompt feedback on homework.
7. Provide guidance and support, where necessary, to enable learners to complete homework assignments.
8. Set a variety of homework activities to enable learners to consolidate learning that suits their learning preferences.
9. Adapt homework to suite individual learning needs, where necessary.
10. Inform the Curriculum Leader, Tutor and Head of Year, as appropriate, when problems arise.

The role of the Parents

The role of the parent is crucial if a child is to gain success from homework. To reinforce its value through positive feedback will give learners the confidence to persevere, work hard and reach high standards of achievement.

Parents can assist by:

1. Providing a table, chair and a quiet place to work.
2. Help their child to organise their time to their best advantage and negotiating with the learner when homework is to be done as a learner's free play is important too.
3. Checking the time spent on individual tasks.
4. Ensuring that outside clubs do not hamper a child's quality of work and put a child under undue pressure.
5. Encourage learners to complete homework to the best of their ability.
6. Checking presentation (including that the work is legible) and content of all homework being returned to school.
7. Signing the homework planner each week.
8. Contacting the school at the earliest possible moment with information about any problems through the learner planner or by contacting the school directly.

If you have questions about homework across several subjects, contact your child's tutor.
If you have a question about homework in a particular subject, contact the teacher for that subject.

The role of the Curriculum Leaders

1. To seek to enhance the quality of homework set.
2. To monitor and evaluate homework policy within their curriculum area.
3. To conduct regular 'Book Looks' to ensure homework policy is being followed
4. To promptly address any parental concerns surrounding homework.

The role of the Form Tutor and Head of Year

1. Ensure all learners are provided with planners at the start of the academic year.
2. Sign learners' homework planners each week.
3. Monitor the use of the planners and support learners in utilising their planners.
4. Inform the HOY or relevant Curriculum Area, as appropriate, when problems arise.

The role of Learning Support Assistants

1. Liaise with the classroom teacher to support learners, where necessary, with Special Educational Needs.

The role of the senior leader

1. To develop classroom practice to enhance homework across the school.
2. To review annually the school homework policy.
3. To monitor and evaluate the school homework policy.