



CBS Homework Policy 2017-2018

Coombe Secondary Schools Academy Trust

Equality Analysis Impact

Title of Policy: **Homework Policy**

Considered at Governors' Committee meeting: **Curriculum**

Date: **Reviewed: July 2017: Next Review: Summer 2018**

Is there relevance to equality?

- | | | |
|---|--|-----------|
| 1 | Does the policy have an adverse effect on employees, students or the wider community and therefore have a significant effect in terms of equality? If yes, then please answer questions 2 and 3. | No |
| 2 | Does the policy have an adverse effect upon a group with protected characteristics? (Age, Disability, Gender reassignment, Marriage/Civil partnership, Pregnancy/Maternity, Race, Religion or belief, Sex, Sexual orientation) | No |
| 3 | Does the policy affect one or more of the equality objectives set by the school? (Please refer to the Equality Policy) | No |

If the answer to question 2 or 3 is yes, a full equality analysis will need to be completed by the SLT Lead before the next committee meeting.

Please detail the objective and explain the relevance of the policy to the objective and protected characteristics below.

COOMBE BOYS HOMEWORK POLICY 2017-2018

All subjects will set additional work to extend and challenge the learning that takes place in your lessons. This work aims to:

- encourage students to learn and think more independently;
- develop their self-discipline;
- encourage partnerships and links between students, parents, carers and teachers;
- help students to reflect on their class work and assignments;
- consolidate and extend the detail of work in lessons;
- develop research, time-management and organisational skills;
- provide students with the tools to complete work that better carried out outside of the classroom situation; and
- prepare students for a world of future learning opportunities.

INDEPENDENT SKILLS DEVELOPMENT

These following skills are important for successful study at GCSE and A' Level. At Coombe we plan and set tasks for out of school learning that not only extend the work that has happened in class but also to develop:

ASPECT	SKILLS TO BE DEVELOPED
Social Skills : A socially skilled person can work, learn and recreate collaboratively with others	Contributing - being able to make relevant contributions (spoken and actions) in both small and large groups
	Working with Others - working well with others and making a strong contribution as a group member
	Group leadership - being able to lead a group
	Conflict management - being able to manage any conflicts in group situations
	Conflict resolution - using skills to reduce or resolve any conflicts
Thinking Skills: An effective thinker has a wide range of skills that help them to create meaning, gain understanding, make judgments, make good decisions, self-analyse and reflect.	Identify Purpose - being able to identify the purpose of tasks and activities
	Identify distortion and bias - being able to recognise the factors that cause people to show bias and have strong views such as emotions, backgrounds, experiences, cultures and perspectives
	Evaluate Evidence - be able to recognise and evaluate evidence provide to support their views and ideas
	Identify Inferences - be able to infer things when supporting evidence is not available
	Identify Assumptions - be able to identify assumptions and the inferences that are drawn from them
	Identify Opinions - be able to identify facts, opinions and evidence that inference, assumptions and bias are based on
	Develop and critique arguments - can develop and argument that promotes, defends or critiques a point of view.
	Make Decisions - can make appropriate decisions considering relevant information
	Generating and Assessing solutions - can develop a range of solutions and assess these for strengths, weaknesses, and possible outcomes/consequences
	Ask relevant questions - can ask a range of relevant questions
	Simplify complex situations - is able to simplify complex situations so you and others can understand them
	Avoid oversimplifications - is able to avoid over simplification
	Make connections into other contexts - can make links between situations and contexts by making relevant comparisons
	Clarify relevant language - can simplify language by identifying key words and phrases that may be generic or specific to a subject or topic
	Clarify issues - can study complex situations and information and identify important and unimportant factors

<p>Thinking Skills: An effective thinker has a wide range of skills that help them to create meaning, gain understanding, make judgments, make good decisions, self-analyse and reflect.</p>	<p>Identify contradictions - can spot contradictions</p>
	<p>Identify prejudice - can examine opinions and outline hidden or underlying prejudice</p>
	<p>Know when to not make a judgment - can understand when more information is needed to make a judgement and source that knowledge themselves</p>
	<p>Develop criteria for evaluation - can examine a situation, and write relevant criteria to be used to evaluate something</p>
	<p>Evaluate credibility of information & sources - ability to evaluate the credibility and validity of information and sources</p>
	<p>Make and recognise generalisations - can make generalisations where appropriate and to recognise generalisations that other people make</p>
	<p>Narrow or broaden a focus as appropriate - can broaden or narrow the focus of a task where appropriate to ensure all aspects are considered</p>
	<p>Recognise inadequate information or evidence - can examine information and evidence and make valid judgements about its value and use</p>
<p>Self-Management Skills: An independent learner can manage themselves as an individual or in group situations</p>	<p>Weigh evidence - can weigh up a number of pieces of evidence to judge their relevance, validity, reliability, appropriateness and accuracy</p>
	<p>Goal setting - can set realistic, relevant, challenging and manageable goals and targets</p>
	<p>Time and resource-management - can manage time and resources well</p>
<p>Information Skills: An independent learner has a range of information skills that empower them as learners</p>	<p>Focus - can focus on the task in hand and work through distractions</p>
	<p>Recognise information need - can recognise own lack of knowledge and when further information is needed to deepen understanding</p>
	<p>Ask relevant questions - can ask a range of relevant questions</p>
	<p>Validate information - can evaluate the credibility and validity of information and its sources</p>
	<p>Locate Relevant Information - can locate relevant information from a range of resources</p>
	<p>Recognise and select appropriate sources - is able to choose appropriate information sources</p>
	<p>Identify bias - can recognise the difference between fact, opinion and omissions in information, considering information from a variety of perspectives, critically reflect on the purpose and intended audience of texts related to the subject matter</p>
	<p>Identify prior knowledge - reflects on the existence of previous knowledge and experiences showing awareness of own tendency to count assumptions as prior knowledge</p>
	<p>Reflect and evaluate - can reflect on own learning skills, evaluate progress and set further goals</p>
	<p>Use a variety of sources - can use a wide range of sources to find needed information.</p>
<p>Apply information - can apply information to meet the original need, build appropriate understanding or solve the initial problem.</p>	

HOMEWORK PROCEDURES 2017-2018

Homework will be set in line with the tables shown below EVERY FORTNIGHT.

Key Stage 3

SUBJECT	YEAR 7/8 Time allocation per fortnight	YEAR 9 Time allocation per fortnight
English	2 hours	2 hours
Mathematics	2 hours	2 hours
Science	2 hours	2 hours
Art	1 hour 30 mins	1 hour 30 mins
Computing	45 mins	1 hour
Design & Technology	45 mins – 1 hour	1 hour 20 mins
French/German/Spanish	45 mins	1 hour
Geography	1 hour	1 hour 30 mins
History	1 hour	1 hour 30 mins
Music	45 mins – 1 hour	1 hour
Religion & Ethics	45 mins	1 hour
Drama	45 mins	1 hour
Enrichment	As appropriate	As appropriate
Physical Education	As appropriate	As appropriate

Key Stage 4

	Year 10/11 per fortnight
English Language	2 - 3 hours
English Literature	2 hours
Maths	2 - 3 hours
Triple Science	3 x 2 hours
OR	
Double Science	3 x 1 hour 30 mins
Option A	2 hours
Option B	2 hours
Option C	2 hours
Religion and Ethics	1 hour 30 mins

Key Stage 5

	Year 12/13 per fortnight
GCSE English Language re-sit	2 hours
GCSE Maths re-sit	2 hours
L3 Extended course	approx. 18 hours

OPPORTUNITIES FOR COMPLETION OF ISTs IN STUDENT'S OWN TIME

The Learning Resources Centre and ICT rooms are open each break and lunchtime and after school in order to facilitate boys who would prefer to work in their own time. The LRC is a 'games free' ICT zone and the computers housed there are for use by members of the Coombe Community who wish to work.