

Homework Policy

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This policy coordinates with:

- Safeguarding
- Equality
- Exclusions
- Anti-Bullying (cyberbullying)

Please note this is not an exhaustive list and doesn't include all specific policies.

Introduction

At Durham Academy, we believe that homework is an important part of learning. It gives students the opportunity to practise key knowledge and skills, revisit what they have learned in lessons and develop independence. Homework also helps students build good habits such as organisation, resilience and taking responsibility for their learning. Homework should be purposeful, manageable and linked to the curriculum, helping students to make progress and prepare for future learning. Our policy sets clear and consistent expectations so that homework is useful and beneficial for all students, supporting them to become Confident, Ambitious and Respectful learners.

Key Stage Four (Y9-11)

As students prepare for their GCSE examinations in Key Stage 4 (years 10-11), the expectation is that all students are set one piece of homework per subject each week. The content of the homework is at the discretion of the class teacher, in discussion with their HOCA, but should enhance the learning of each student. Homework should be planned into Schemes of Learning and students should be provided with tasks which are accessible, differentiated and with clear expectations on how they should be presented.

Homework may involve, but not be limited to;

- Wider Reading
- Research/Enquiry based
- Revision
- Preparation for future learning
- Extension/completion of class work

Each task should take approximately one hour to complete and should be marked and returned to students in a timely manner. A detention should be issued for any students not completing homework, this will provide an opportunity for the missed work to be completed.

Key Stage Three

In the core subjects, which we identify as Maths, English and Science, homework at KS3 should be set weekly. These tasks should be preparing students for the demands of KS4 and GCSE qualifications and should take between 30 minutes and an hour to complete. All other subjects will set homework once every two weeks. In Core subjects, students will undertake their homework on an online platform called Tassomai.

Similarly to KS4, the content of the homework is at the discretion of the class teacher, in discussion with their HOCA, but should enhance the learning of each student. Homework should be planned into Schemes of Learning and students should be provided with tasks which are accessible, differentiated and with clear expectations on how they should be presented. Work should be marked and returned to students in a timely manner. A detention should be issued for any students not completing homework, this will provide an opportunity for the missed work to be completed.

If students do not hand in their homework on time, a lunchtime detention will be set to give them the opportunity to complete the missing work. Students who complete their homework to a high standard and submit it on time will be rewarded for their effort. This may include achievement points and regular praise in assemblies.

All homework tasks will be set via Class Charts.



All of your homework tasks will appear here with instructions on how to complete them, how to hand them in and when they are due.

Student Responsibilities

- Access the website every evening to check what homework has been set, by whom and when it needs to be completed
- Look to complete (where appropriate) any homework tasks on the same evening as them being set
- Seek advice or help before the date that homework is due
- Make an effort to complete homework that has been set if absent
- Show work to parents and explain what they have been doing
- Always complete homework to a good standard and be proud of it

Monitoring of Homework

- Subject staff will monitor homework regularly and contact parents if they have concerns about the completion and/or quality.
- Tutors and, if necessary, the Pastoral Team will monitor homework and contact parents/carers if there is a whole school issue regarding homework.

Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children. We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding. We

work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

If a member of staff has any concerns in relation to the child's welfare/wellbeing the member of staff should log this on CPOMs and speak with Designated Safeguarding Lead, or appropriate team member. Further guidance can be found in the safeguarding policy.

Complaints

All complaints should be raised with the school in the first instance. The details of how to make a formal complaint can be found in the School Complaints Policy.

Equality and Diversity

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of age, race, disability, gender reassignment, sexual orientation, sex, marriage & civil partnership, pregnancy & maternity, religion/ belief or political/ other personal beliefs.

We believe that this policy is in line with the Equality Act 2010, as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality across the Trust.