

BCS **HOMework**

1. Policy Statement

At BCS we believe that homework is an important part of the learning process. It reinforces and consolidates the work pupils have been doing in class, encourages a good work ethic, helps prepare pupils for the next lesson and is one way that parents can become involved in their child's education. Homework promotes independent learning and thinking and develops pupils' organizational and time management skills. Completion of homework is the responsibility of the pupil but parental support is encouraged.

BCS is fully committed to ensuring that the application of this Homework policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

This policy is applicable to all pupils in both senior and prep schools, including those in boarding and EYFS and BCS seeks to implement this policy through adherence to the procedures set out in the rest of this document.

In line with our Provision of Information policy, this document is available to all interested parties on our website and on request from the Senior school and Prep school offices and should be read in conjunction with the following documents: Curriculum, Teaching and Learning, Marking, Assessment, Recording and Reporting.

This document is reviewed annually by the Deputy Head (Academic) and Key Stage Coordinators (Prep) or as events or legislation change requires. The next scheduled date for review is October 2019.

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3. Key Personnel

Homework in the Senior School is coordinated by the Deputy Head, Academic – Mrs Helen Pike.
Homework in the Prep school is coordinated by the Assistant Head, Academic - Mrs Venke Robertshaw

4. Procedures

- **Senior School**

The homework timetable is produced on an annual basis. It is organised to ensure that the total amount of time that pupils spend on homework increases steadily as they progress through the school years. It is available as a separate document.

The following shows the recommended time that should be spent on homework per day

- Years 7 and 8: 30-40 minutes homework per subject per day, minimum of 20 minutes reading per night
- Year 9: 30-40 minutes homework per subject per day, minimum of 20 minutes reading per night
- Years 10 and 11: 40 minutes homework per subject per day, each option block will set 60-80 minutes of homework, minimum of 30 minutes reading per night
- Sixth form should have upwards of 5 hours per subject per week, minimum of 30 minutes reading per night.

In addition pupils will be set extended projects in Art, DT and Drama over the course of a half term. Mathematics may also set an extended piece of homework to be completed over two sessions. Should homework not be set pupils are expected to self study. Pupils studying BTEC course will be set assignments which will need to be completed during the specified time frame.

Pupils may do their homework during supervised 'Prep' from 3.45-4.45pm, Monday to Thursday, and in addition to this boarders in Years 7-10 will do supervised Prep in the boarding houses from 6.30-8.00pm for Year 7-Year 10 and 6.30-8.30pm for Year 11-Year 13 and from 10.00-11.30am on Saturdays.

Sixth form pupils use the study rooms in the Sixth Form Centre and the Library to do homework during study lessons.

Nature of homework

Homework is well planned and supports a given learning objective. It should be appropriately differentiated to match the ability of the pupils, providing opportunity for challenge and extension. Whilst homework can take a variety of forms, written work is ideally set and marked at least once a fortnight.

Detailed homework procedures are set out in departmental schemes of work.

Deadlines

Deadlines for completion of homework must be realistic, failure to meet deadlines will result in sanctions in line with the behaviour and reward process. Pupils' time management is an issue that is addressed in the first instance by academic staff, with support from the tutor and pastoral staff as necessary.

Grading

Homework is graded using the Marking Policy and grade criteria.

Monitoring of Homework

To ensure that parents/boarding staff are fully aware of the homework tasks, they are asked to read and sign the homework planner weekly for pupils in Years 7-11. The planner is also signed weekly by the Form Tutor who is responsible for monitoring the overall amount of homework being set. All pupils should write homework in their planner and record what they have read along with the time period. All homework is available to view on the Parent and Pupil Portals.

- **Prep School**

- Homework builds on work undertaken in the classroom. It enables the class teacher and the parents to confirm that the pupil has an understanding of a subject and helps to instil and develop a sense of discipline about work at home. Homework will reinforce and extend learning. If a teacher sets homework, there is an expectation that this will be completed by the set date. Most homework set will focus on the core subjects - English, Mathematics and Science, with the addition of Humanities set for Years 5-6 and optional French for Years 5 and 6. The time allotted to and the frequency with which homework is given out, progresses throughout the Prep School. Occasional projects and tasks will be set to support other subjects or topic work for younger pupils. Learning spellings and times tables and regular reading practice should be done every day wherever possible.
- The Homework Timetable is available on request.
- The following shows the recommended time that should be spent on homework per day:
 - Year 3: Approximately 20 minutes on 1 piece of homework
 - Year 4: Approximately 30 minutes on 1 piece of homework
 - Year 5: Approximately 40 minutes each on 1/2 pieces of homework
 - Year 6: Approximately 50 minutes 40 minutes each on 1/2 pieces of homework

B Pre-Prep

- Across the whole of Pre-Prep children are encouraged to read at home as often as possible. They are responsible for knowing when they have finished their reading book and for changing it by themselves.
- - One piece of maths homework is set per week. This piece of work is based on the maths taught in class that week. The children will also have one piece of English homework a week revising core spelling, grammar or comprehension skills being covered in class. The children are also asked to research and talk about a given theme for their Big Write session later in the week.
- **C EYFS**

In Reception children's amount of homework increases during the year. To begin with children receive reading and phonics homework. They will receive practical maths challenges and appropriate topic work throughout the year e.g. collecting Autumn leaves. They receive spellings and have 'wow Wednesdays' homework where they are set different genres to read.

In Reception children also have a 'Let's Talk' book, which highlights some of the things that the children have been doing in school that week. These are used as a stimulus for discussion and work with children at home. The children draw, write or stick photographs in these books to follow up their school learning for the week.

D. The role of parents

- Parents are encouraged and expected to support and encourage their child by allowing time and providing a quiet home environment in which homework can be done. The class teacher will, as far as possible, ensure that pupils are completely clear on what they are expected to do at home. Pupils in Years 3 to 6 are able to communicate this to parents via the homework planner in which they record each day's homework. To ensure that parents are fully aware of the homework tasks, they are asked to read and sign the homework planner weekly. Homework should never become a stressful or frustrating situation. If problems arise,

homework should be left and the issue communicated to the class teacher via the homework planner.

- Homework is saved on the VLE, enabling pupils to access homework and useful resources from home.
- Parents of pupils in Years Reception, 1 and 2 should use their child's reading comment book/record to monitor and comment on how their child is progressing in reading. In this way, staff, pupils and parents are fully informed.
- Pupils benefit enormously from being able to discuss what they have done with their parents. This is not to suggest that the parent should spend time altering or correcting their child's work but rather discuss it and suggest how it might be done differently or improved. Constructive comments enable pupils to develop a better understanding of the work and reinforce what is taught in school.
- Above all other subjects, reading is crucial and needs to be encouraged at all times. A pupil's written skills reflect their reading ability. A pupil who reads widely and with enthusiasm is often able to translate this into written work. It is most important, therefore, for parents to try to hear their child read as often as possible. Younger pupils need to be heard on a daily basis; older pupils may be expected to read independently and silently to themselves. However, pupils should always be questioned on what they have read in order to ensure they have understood the text and can interact with the text. Teachers have useful guides available to help parents with supporting their child's reading. Pupils of all ages enjoy being read to and this should not stop once they become independent readers.
- It is of great benefit to pupils of any age to discuss issues, news and current affairs. Talking with pupils encourages them to take an interest in the world around them; to develop opinions and to widen their experiences.
- Pupils can stay at school on any or every afternoon to do their homework in 'prep' from 4.00 pm-5.00pm. Prep is supervised by staff and pupils are given support where appropriate but encouraged to work independently too.
- It is hoped that parents will support the school in encouraging their child to develop a responsible attitude to their homework.