



KING'S LEADERSHIP
ACADEMY WARRINGTON

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HOMWORK POLICY

Introduction

Homework is an important aspect of a student's education, in helping to support, embed and extend the learning which takes place in the classroom. It is a valuable process which will help each student develop their skills as independent learners.

Purposes

- To help staff inform future planning by identifying misconceptions and what curriculum areas need revisiting in the future.
- To encourage students to take more responsibility for their own learning.
- To enable students to access sources of information not always available in the classroom.
- To ensure that students gain experience in working to deadlines.
- To provide an opportunity for parents to support their children's education.
- To consolidate and reinforce skills and understanding developed at school.
- To provide an opportunity for students to practice and/or develop new skills as well as recalling new content over the learning cycle.

Guidelines

- All staff will set and mark homework for students in line with the timetable provided for homework.
- This timetable will be made available to parents.
- Students must enter homework tasks in the planner provided.
- Curriculum leaders should monitor the nature and frequency of homework set within their departments.



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- All homework tasks set will be posted on Google Classroom to keep parents and pupils fully informed of homework set.

Year 7-9 system

- At the beginning of each learning cycle, pupils are supplied with a knowledge organiser, complete with knowledge, keywords, definitions, dates etc. for the coming 5 weeks' worth of lessons. This can be either electronic or physical.
- Each week pupils complete a multiple-choice quiz/test in lessons (for example instead of a do now) that assesses them on the knowledge contained within a certain part of the knowledge organiser.
- Consequences for low scores (below an agreed threshold for the department):
 - Re-sit could be completed when second test sat (evidence in book/GD). Pupils who passed can complete Do Now in lesson as normal when those who failed catch-up.
 - If failed for a second time, department support issued.

Year 10-11 system

- At the beginning of each learning cycle, pupils are supplied with a knowledge organiser, complete with knowledge, keywords, definitions, dates etc. for the coming 5 weeks' worth of lessons.
- Each week pupils complete a multiple-choice quiz/test that assesses them on the knowledge contained within a certain part of the knowledge organiser.
- Consequences for low scores (below an agreed threshold for the department):
 - Re-sit could be completed when second test sat (evidence in book/GD).
 - If failed for a second time, department detention issued.
- Once a week, pupils will be set an extended home learning, e.g. past paper GCSE exam questions, recording a performance on their iPads. This activity is to take the pupil 30-45 minutes to complete.
- Using a variety of feedback methods (self, peer, tutor) these tasks are given feedback and pupils engage and respond to the feedback.
- Consequences for poor effort or no work handed in:
 - Department support issued.

Homework tasks may include the following (not an exhaustive list):



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- Reading, writing, spelling;
- Watching and making notes on a TV programme;
- Carrying out a project; this may involve research or collection of information for a project
- Observing and recording;
- Making a model, working on a project or course work;
- Completing an exercise, reinforcing or applying aspects of the classwork e.g. writing up practical work.

The Process

- The task set by the teacher will be suited to the ability of the students.
- Action must be taken by the subject teacher or curriculum leader in cases where students fail to complete homework
- Parents should provide a suitable place for completion of homework, or help their children to attend other places.
- Parents should encourage their children to complete homework
- Parents should make it clear to the children that they value homework and support the school in helping with learning.
- Parents should check deadlines in completing tasks.
- Students with special educational needs have a right to share fully in the work of the class, and appropriate homework, with a very clear focus, should be set for them.

Conclusion

At King's Leadership Academy we recognise the essential nature of homework in the development of student's learning in order to raise achievement and Attainment. The effectiveness of this policy will be monitored regularly by curriculum leaders, directors of key stage and the senior leadership team.



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