

Parent Action Group - Homework Actions

	Identified areas for development	Actions
Homework for Independence	<ul style="list-style-type: none"> • Success criteria communicated clearly • Work exemplars used to support successful completion • Enable students to mark their own work • Stimulating work that motivates boys • Time to respond to teacher feedback and improve work 	<ul style="list-style-type: none"> • Homework Minimum Expectations document reinforced with staff • Staff collect exemplars of work over time to share with students and create exemplars with the students to model how to complete the homework • Assessment for learning tools developed across the school for student self assessment • Homework is planned for as part of a <i>Through Learning</i> principle rather than a stand alone task • Teachers plan into their schemes of work, time for students to respond to feedback
Clearly communicated Homework Tasks	<ul style="list-style-type: none"> • Task closely focusses upon learning objectives • Sufficient detail in the task for parents to be able to support their child • Sufficient time for student to record the homework and discuss the task • Students need to be aware of the consequences of good work and inadequate work 	<ul style="list-style-type: none"> • Homework <i>Minimum Expectations</i> document, which identifies learning object focus and level of detail needed to communicate homework, is reinforced with staff • Homework is set as part of the introduction to the lesson • USH reward policy linked to homework
Relevant, appropriate and challenging	<ul style="list-style-type: none"> • Extends and embeds the learning from the lesson • Planned for rather than as a result of what happened in the lesson • P2i should focus upon independence rather than requiring high levels of parental support • High expectations for outcomes • Achievable in the time allocated for all abilities of students 	<ul style="list-style-type: none"> • Homework <i>Minimum Expectations</i> document is used to reinforced for staff homework as part of a <i>Through Learning</i> principle • Methods for completing the task are clearly communicated to enable independence • Challenging and engaging work will be planned for the most able students and differentiated downwards to enable all students to access it • The <i>Homework Allocations Timetable</i> will be used to guide the amount of work set
Consistency	<ul style="list-style-type: none"> • All students record homework into their planners and teachers check that this is done • Teachers communicate to parents work that is not handed in, is late or is below expectations. When work is done on worksheets or separate 'paper; this will be of a high standard of presentation • When appropriate, homework is completed in the students class books to allow parents to view what their child is learning in the lesson • Homework should be marked in reasonable time with guidance upon how to improve it 	<ul style="list-style-type: none"> • Homework will be recorded into planners as part of the introduction to the lesson • As a minimum, homework will be set as indicated by the <i>Homework Allocations Timetable</i> • SIMS Learning Gateway will be used to record the homework upon the day that it is set and when work has been handed in • The standards <i>Pledge</i> will be used to guide the presentation of homework either into class books, on worksheets or on paper • Homework will be marked in a reasonable amount of time to inform teachers planning and for intervention needs to enable progress by the student
Homework Club	<ul style="list-style-type: none"> • Offer homework clubs for all year groups after school • Offer students study rooms with a member of staff and resources, as a homework clubs • Use online tools (Moodle) to communicate and support homework 	<ul style="list-style-type: none"> • USH Leadership Team will investigate financial implications of offering homework clubs for all year groups over the week • USH Leadership Team will liaise with librarians regarding the development of the library to support independent learning by all abilities of students • USH Leadership Team will review the USH virtual learning environment, Moodle, to support independent study.