



Maria Fidelis
Catholic School FCJ

Homework Policy	
Committee	Curriculum
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The FCJ Schools' Vision

Our vision is that FCJ schools are communities of personal and academic excellence.

Strong in companionship, the unique giftedness of every person in these faith communities is recognised, nourished and celebrated.

Our hope and expectation is that, through God's grace working in us all, each young person grows into their best self, with zest for life and the generosity and confidence to use their talents and gifts in the service of others.

Maria Fidelis Catholic School FCJ

Homework Policy

Vision Statement

The vision for Maria Fidelis is to create an inclusive school equipped for the 21st Century which will enable all young people to maximise their potential in order that they leave school as educated, confident and courageous Catholics, prepared to challenge injustice and care enough to 'live life to the full'.

Aims and Principles

- To consolidate and extend learning.
- To develop independent study practice.
- To encourage regular study habits, perseverance and self-discipline for lifelong learning.
- To act as an integral part of the curriculum, planned and prepared alongside schemes of work, as well as broadening the curriculum.
- To develop retrieval practice;
- To raise standards in achievement.
- To foster a partnership between home and school by providing parents with an opportunity to support their child's learning.

Roles and Responsibilities

Leadership team members are responsible for

- The monitoring and review of this policy, including its impact on student learning, achievement and teacher workload;
- Ensuring robust quality assurance systems, e.g., work scrutinies, with regards this policy.

Head of Faculty / Subject Leaders are responsible for

- Ensuring that departmental members set and assess homework in line with school policy through work scrutinies and feedback from students.
- Ensuring that homework set is in line with curriculum plans.
- Monitoring the completion of homework within their department.
- Leading on discussion and development of engaging and challenging homework activities.

Teachers are responsible for

- Setting homework according to the school policy: weekly for core subjects and fortnightly for non-core subjects.
- Ensuring that homework is set on Arbor.
- Setting homework of appropriate challenge, differentiating where necessary and linking it to work in class or prior learning.
- Acknowledging and marking homework with either an effort score, test score or written feedback.
- Adhering to the school policy with regard to students who either do not complete homework or produce homework of an unsatisfactory standard.

Learning support assistants are responsible for

- Feeding back to staff, when necessary, on the suitability of the homework set for SEND students.
- Supporting students where needed to complete homework in homework club.

Students are responsible for

- Checking Arbor to note when homework is set.
- Completing homework and handing it in to meet the deadline.
- Attempting all work and giving it their best.

- Meeting the class teacher for support in advance of the deadline should there be any difficulty with homework.
- Acting on the advice given to them through the teacher comments.
- Attending catch-up where homework has not been completed at all/to the required standard.
- Catching up on all homework when absent.

Parents are responsible for

- Providing a quiet place for their child to work in and ensuring that homework is completed without distractions, e.g., mobile phones, television.
- Checking that sufficient time is spent on homework.
- Checking the presentation and, where possible, the content of all home study.
- Letting the school know if there are any problems with homework that cannot be resolved. Help can be sought by contacting the Head of Department or Head of Year.

Task-setting

- Homework will involve a variety of activities or tasks consolidating and developing knowledge and understanding as well as subject specific and generic skills designed to support subject progression or learning in a wider sense.
- Where students are working on an extended assignment / controlled assessments as part of an ongoing home study the progress of the work must be regularly monitored and reviewed and a record maintained of student progress.
- A learning homework must be tested, in an appropriate way, after it has been set.
- Finishing incomplete work from class work will not be set as part of core homework, but may be set as an additional task if work is not completed in catch-up.
- Where revision is set, it will be structured with topic information and tasks to complete in order to support revision.
- Homework does not have to be a solitary activity. Cooperative research assignments, for example, may be set in part to build and promote collaborative and social skills.
- At KS5 there is an increasing emphasis on independent study outside of lessons. Class teachers will advise students on the nature and types of independent work to support study in the sixth form and the time that should be allocated to such work. As part of this work students are expected to regularly review past work and engage in wider reading

There are a number of types of homework that may be set. The following list is not exhaustive and serves as exemplar of effective feedback as identified from our best practice:

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| • Consolidating and extending understanding, knowledge and skills from class | • Using a specific website. (e.g., SPARX, BBC) |
| • Extended writing | • Research |
| • Experiments | • Interviewing |
| • Preparing an oral presentation | • Evaluating learning |
| • Reading in preparation for a future lesson | • Extended projects/ |
| | • Making models |
| | • Forward-planning, preparation for future lessons |

Support for homework

The following forms of support are available to students:

- Students having difficulty with home study are advised to speak with their teachers – support will always be provided. Many departments provide after-school or lunch-time support for students.
- Homework club runs three days a week after school where support is provided by Learning Support Assistants.
- The school library and IT rooms provide facilities and resources to support student learning.
- Support for the development of study skills is built into the curriculum provision especially in Year 7.

Students with Special Educational Needs

For students with SEND, homework tasks should be differentiated and balanced, to allow them to share fully in the work of the class and cater for their individual learning needs.

Homework should not be seen simply as an attempt to allow SEND students to catch up with the rest of the class. Prior liaison with the SENDCO and the SEND Department should aim to ensure that tasks are manageable and incorporate skill practice. Tasks should be varied, have a clear focus and time-guideline to give students with SEND plenty of opportunities to succeed