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...still "outstanding"
(Ofsted, May 2013)

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Homework Policy

Principles

Correctly used, homework is an important part of the learning process. It involves pupils more in their own learning and encourages them to take greater responsibility for it. It helps them become more self-reliant and independent. It can help parents to take a more active part in their children's progress. Finally, it can lead to more effective use of lesson time.

Homework is not set as a punishment. It should always be purposeful, never meaningless. It should not be an add-on to lesson time; the aim should be for classwork and homework to complement each other, one supporting and enhancing the other.

Normal Pattern

Key Stage 3: One or two homeworks per night per week.

A homework timetable is published at the start of each academic year – this specifies the nights when homework is set in each subject.

The notional time that students are expected to spend on each homework task is as follows:

Year 7	20 minutes
Year 8	25 minutes
Year 9	30 minutes

Key Stage 4: Most subjects have two 35/40-minute homework sessions per week. Exceptions are Philosophy and RE (one session each) and Social Education, Careers and non-GCSE PE (none).

A homework timetable is published, though some teachers may prefer to set homework by weekly assignments, depending on the subject and the group.

Sixth Form: In the Lower Sixth, GCE students are expected to do about 3-4 hours per week in each subject. In the Upper Sixth, where students generally take fewer subjects, this can be expected to rise to about 5 hours.

Setting homework

It is school policy that homework should be set whenever it is due on the timetable. However, it is important that it should be set with a purpose and not simply as a matter of course.

In general, a homework assignment can serve one or more of the following purposes:

- **Preparation** so that the next lesson can take a more interactive form. This might take the form of reading or research.
- **Practice** in various skills – for example mathematical, language, note-making or essay writing.
- Performing relatively straightforward tasks, for instance copying maps or diagrams, to save time in class.
- **Learning** a stated section of work for a test.

Homework that consists of merely finishing a piece of classwork is often unsatisfactory. It can mean that hard-working students end up with comparatively little to do. It can also penalise slower workers.

Student Planners

All students are issued with a planner in which the homework set is recorded day by day. Subject teachers should check that this is done when the work is set.

The planner has three main uses:

- It serves as an aide-memoire to the pupil, helping with the organisation of books etc.
- It serves as a record for the pupil (and the form tutor) of the work set.
- It should help parents to become involved with their children's learning by enabling them to review the homework that has been set.

Parents are requested to sign the book each week. Form tutors should check weekly. It can also be used by tutors as a way of bringing pressure to bear on individuals whose work is reported as unsatisfactory. They can be asked to produce the book at registration each morning, correctly completed, together with the homework that has been done the night before.

Marking

Homework should be checked promptly by subject teachers, even if detailed marking is delayed for some reason. Unsatisfactory completion should be met with action by the subject teacher. Poor completion of homework over a longer period should be referred to the Head of Department in the first instance. Form tutors and Year Heads should be involved if the problem persists.