HOMEWORK POLICY

Last Review:	Nov 2026
Committee:	SLT
Date Ratified:	10.11.2026

1. Context

Effective homework is used to reinforce and/or extend what has been learned in school. We recognise the vital role that parents play in the education of their child. We strongly believe in the value of a good home-school partnership

2. The purpose of homework

2.1. Homework is set with a variety of intended outcomes. These include:

- Encouraging students to develop the skills, confidence and motivation to study effectively on their own;
- Consolidating and reinforcing the skills and understanding developed at school;
- Extending school learning to engage and inspire students;
- Allowing students to practise their study skills in new contexts so they can retain knowledge and know how they learn best;
- Developing time management and independent study skills;
- Opportunities for personalised learning where the task given is specific to students' individual learning needs;
- Emphasising to students that study and learning are not activities to be compartmentalised into school and out of home life;
- Helping students to manage the demands of courses, e.g. preparation for controlled assessments and examinations;
- Ensuring that students recognise the links between good study habits and higher standards of achievement.

3. Types of homework

3.1. Homework tasks will have a clear objective, linked to subject schemes of work. Examples of suitable homework tasks include reading, written tasks, researching with clear guidelines and outcomes, exercises to practise a skill, exam questions, revision or memorising tasks. Poster work is not a suitable homework task.

3.2. When setting homework tasks, consideration must be given to the individual needs of students, such as providing stretch and challenge for some or additional support for others.

3.3. Any activity which assumes home ownership of specific resources should be avoided.

4. **Quantity of Homework**

4.1. Subject teachers ensure that the frequency and quantity of homework is in line with the following guidelines:

4.1.1. At Key Stage 3, students are to be set homework according to the following guidelines. Where times are given, this relates to an amount per week:

	Year 7	Year 8	Year 9
Maths	Weekly (30 minutes)		Weekly (40 minutes)
Science	Weekly (30 minutes)		Weekly (40 minutes)
MFL	Weekly (30 minutes)		Weekly (40 minutes)
English	Extended homework tasks (equivalent to 30 minutes weekly)		
Art	At least one 30-minute task per fortnight		
Computer Science	At least one 30-minute task per fortnight		
Dance	At least one 30-minute task per fortnight		
Drama	At least one 30-minute task per fortnight		
Design Technology	At least one 30-minute task per fortnight		
Geography	At least one 30-minute task per fortnight		
History	At least one 30-minute task per fortnight		
Music	At least one 30-minute task per fortnight		
PE	No homework at KS3		
PSHE	No homework		
Religion, Philosophy and Ethics	At least one 30-minute task per fortnight		

4.1.2. At Key Stage 4, students are to be set homework of 45-60 minutes per subject, per week.

4.1.3. At Key Stage 5 teachers should provide up to three hours of homework per week. Where the teaching is shared between teachers, the time should be broken down between them. In addition, students should be directed toward additional independent study that consolidates, broadens or deepens their understanding of content taught in class, via the Super Curriculum. Students allocate two hours per subject per week to independent study in Year 12, increasing to three hours per subject in Year 13.

5. Satchel One

5.1. The school uses Satchel One to manage the homework process. The Satchel One calendar makes it easy for our school to effectively track and monitor the impact of homework and it provides parents with information regarding the homework details and deadlines.

5.2. All teachers are expected to set homework using Satchel One, this is the case for KS3, KS4, and KS5.

5.3. Where homework resources or tasks are set using other platforms, such as Teams, Forms or other services, the Homework should still be listed on Satchel One.

6. Feedback on homework

6.1. All homework tasks are acknowledged by the teacher. This could be through written feedback (which could be self, peer or teacher marking), with an effort comment or recognition of completion. Feedback on homework tasks should be given in line with the guidelines of the Feedback Policy.

7. The role of parents and carers

7.1. We hope that parents and carers will be willing and able to give their active support to ensure that work completed at home is done so conscientiously and in the best possible conditions. Parents are encouraged to:

- Provide a reasonably peaceful place for doing homework;
- Make it clear to children that they value homework and support the school in showing how it can help them make progress;
- Expect deadlines to be met and check that they are;
- Give praise for the completion of homework.

7.2. Parents are encouraged to use Satchel One to monitor students' homework.

8. Reporting

8.1. Reports to parents include a grade in the Learning Profiles section against the following criteria. These criteria assess the quality of homework and diligence in completing homework tasks in line with deadlines.

Homework	
Green	• Almost always completes all tasks set for homework. • Almost always hands homework in on time. • Almost always produces homework that is in line with their ability.
Amber	• Usually completes all tasks set for homework, sometimes only partially completes tasks. • Usually hands homework in on time, sometimes does not. • Usually produces homework that is in line with their ability, sometimes does not.
Red	• Rarely completes all tasks set for homework. • Rarely hands homework in on time. • Rarely produces homework that is in line with their ability, often the quality is poor.

9. Follow up on homework not complete

9.1. When students fail to submit homework, the class teacher should do the following:

Stage 1	Homework not handed in	• Teacher issues **C1 incomplete homework on Satchel:One** • Teacher puts in place opportunity to support student in completing homework, such as extension, paper copy, lunchtime session • The aim of any sanction or follow up is to support the student in completing this homework and future homeworks • If this happens regularly the teacher should contact home to discuss this •



Stage 2	Student does not attend C1 lunchtime session	• Teacher issues a **C2 lunchtime detention on Satchel:One for failure to attend their sanction** • Teacher attempts to undertake restorative conversation during lunchtime detention • Teacher phones home

*This could also be addressed through invitation to a subject-run homework support session, if appropriate.

10. Monitoring Homework

10.1. The school will use a variety of reports in Satchel One to ensure homework is set with purpose, is good quality and is set consistently and effectively across the school.

10.2. Heads of Subject are expected to monitor the frequency and quality of homework being set in their subject or Learning Area. This is a regular feature of line management meetings. Members of the SLT may also produce and review reports on the quantity and quality of homework.