



Homework Policy

Author:	Kerry Payne Assistant Headteacher, Teaching & Learning	Date of last review:	May 2024
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Statement of intent

At James Calvert Spence College, we believe every student has the right to the best possible education.

We believe that homework plays an important part in education and the benefit of doing homework must be instilled at an early age so that independent study can be achieved.

We are also aware that students have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We will give careful consideration to ensuring homework is well-balanced across the school.

This policy aims to:

- Develop a consistent approach to homework throughout the school.
- Extend learning beyond the classroom.
- Give students further practise and a deeper understanding of skills, knowledge and concepts learned during the school day.
- Make sure that teaching staff, parents/carers and students are aware of their responsibilities with regards to homework.
- Ensure that parents/carers understand what is expected of their child.
- Encourage students to develop the responsibility and self-discipline required for independent study.
- Work with parents/carers and involve them in their child's learning, and to keep them informed about the work their child is undertaking.
- Use homework as a tool for raising standards of attainment.

1. Legal framework

1.1 This policy has due regard to all relevant statutory and good practice guidance including, but not limited to, the following:

- DfE (2019) 'Ways to reduce workload in your school(s)'
- Ofsted (2024) 'School inspection handbook'
- Ofsted (2024) 'School monitoring handbook'

1.2 This policy operates in conjunction with the following school policies:

- Feedback Policy
- Teaching and Learning Policy
- Code of Conduct
- Behaviour Policy
- Literacy Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Attendance and Absence Policy

2. The purpose of homework

Homework refers to tasks given to students by their teachers to be completed outside of usual lessons.

There are many reasons for setting homework, the most important ones being to:

- Reinforce class work and consolidate learning
- Give students experience of working on their own, and to develop a student's sense of responsibility for, and commitment to, their own learning
Encourage and develop self-discipline and independent study habits which are so important for examination success (EEF states that homework has a positive impact: + 5 months secondary schools and +3 months in primary schools)
- Provide opportunities for teachers to assess student progress and to maintain a dialogue with the student about their learning
- Involve parents in the educational process and provide an insight into the work of the student.

3. Roles and responsibilities

3.1 The governing board will be responsible for:

- Providing support and challenge where appropriate.
- Ensuring governors report the findings from any visits to the school to the governing board.

3.2 ELT will be responsible for:

- Monitoring the effectiveness of this policy.
- Reviewing this policy and making appropriate updates as required.

- Discussing with staff the extent to which this policy is being implemented.
- Providing parents/carers with information about homework.
- Monitoring the effectiveness of inclusivity and accessibility of homework.

3.3 Directors and Subject Leads will be responsible for:

- Ensuring all members of staff within their department are aware of the school's homework policy.
- Monitoring the effectiveness of this policy within their department.
- Reporting findings back to their line manager.
- Answering any queries that teaching staff have regarding this policy and the school's practices.

3.4 Teachers will be responsible for:

- Planning and setting up a regular programme of homework for students.
- Providing an explanation of homework tasks and ensuring that all students understand what they have to do.
- Ensuring all homework is purposeful and links directly to the curriculum.
- Setting homework that is appropriate to students' abilities.
- Monitoring homework regularly and making sure students are completing it.
- Providing feedback to students.
- Communicating with parents/carers if there is a problem regarding homework.
- Setting homework that is consistent across classes.
- Ensuring homework takes equal opportunities into account and that the needs of students with SEND are considered.
- Rewarding quality work and praising students who regularly complete homework.

3.5 Parents/carers will be responsible for:

- Supporting and encouraging their child with regards to completing homework.
- Becoming involved in their child's homework and encouraging their child to have a positive attitude towards it.
- Making sure that their child completes homework to a high standard and on time.
- Providing suitable conditions and resources for their child to complete homework.
- Informing teachers of any issues that may arise and co-operating with the school to find a solution.
- Keeping the school informed of any change in circumstances which may affect their child's learning and ability to complete homework effectively.
- Encouraging their child to discuss homework and feedback from teachers.

3.6 Students will be responsible for:

- Taking responsibility for their own learning and submitting completed work in a timely manner.
- Having a positive approach towards homework.
- Putting the same effort into homework as class work.

- Making sure they understand the tasks that have been set and seeking clarification if required.
- Ensuring that they have everything they need to complete homework and returning to school all books and equipment needed to complete their homework.
- Taking pride in the presentation and content of their homework and performing to the best of their abilities.

4. The school's approach to homework

At James Calvert Spence College, we understand that planning, setting and providing feedback on homework is a large contributor to the workload of teachers; therefore, Directors, Subject Leads and teachers will ensure that homework is only set to positively impact students' progress.

Prior to homework being set, teachers will ask themselves: 'Why am I setting this homework?' and 'How will this homework be useful to the student?'. If the answers to these questions do not reflect a positive impact on students' learning, teachers will use their professional judgement and decide whether the homework is necessary.

If a teacher has a query, their Director/Subject Lead will offer guidance and support regarding the school's procedures.

Homework for Years 5-13 will be uploaded to Google Classroom where students and parents/carers can view homework task/s and copies of any required resources.

Teachers will provide the details of the homework including the nature of the task and instruction for its completion, the due date and any other relevant information. The teacher will inform the class that homework has been set. The teacher may also attach other resources that may be required such as supplementary worksheets, links to websites or videos etc.

Parents/carers can sign up to Google Guardians to enable them to receive notifications about their child's homework.

Students that do not have access to a suitable quiet space or the internet can attend the library or homework club. We will offer support if we are informed of any further barriers.

ELT will explain the school's approach to homework to parents/carers in September. In addition, the school's website will inform parents/carers about the main topics and units of work being covered in the curriculum.

The school's approach to homework will also be shared with each year group at the start of the academic year.

When homework is set, students will be clear on the purpose of the homework. The quality of the task set will be prioritised over the quantity of work required from the student as evidence suggests that the impact of homework diminishes as the amount of time students spend on it increases (EEF).

At James Calvert Spence College, we:

- Consider the quality of homework over quantity
- Use well-designed tasks that are linked to classroom learning
- Clearly set out the aims of homework to students
- Understand and address any barriers to completion, such as access to IT or a quiet space by providing paper copies and/or an after-school homework club
- Provide high-quality feedback to improve student learning

- Monitor the impact of homework on student engagement, progress and attainment.

Homework tasks should be set to reflect ongoing class work across the curriculum. The tasks and expectations will be decided at subject level. The list below is not exhaustive.

Homework can take the form of:

- A specific self-contained project, exercise or task, based on previous class work
- Further examples of tasks undertaken in class and designed to reinforce what has been learned
- Flipped learning opportunities where students prepare for future learning
- Completing work started in class
- Developing basic skills such as literacy and numeracy related tasks
- Reviewing, and, if appropriate, reinforcing what has been learned in class
- Follow-up work to assessment to ensure that the student learns from mistakes or misconceptions
- An extended task or project
- Researching at home or in libraries using a variety of sources including ICT
- Completing work on online programmes
- Revising and preparing for tests / examinations.

4.1 Frequency and duration of homework tasks

Homework should be set according to the school policy depending upon the frequency of lessons and the age of the student. This should adhere to the following whole school guidelines.

The amount of homework set for students will increase as they progress through their education but homework will always be meaningful, purposeful and only set to positively impact students' progress.

Students will receive homework on a regular basis which will be returned at the time and date as specified by the class teacher.

Years 5 and 6 (Key Stage 2)

- Students will be given weekly homework to develop their core skills in English and Maths
- There will be additional homework set from Science as well as other foundation subjects to mirror the curriculum allocation.

Years 7, 8 and 9 (Key Stage 3)

Homework should be provided from a range of subjects studied by the students. The duration of tasks should be approximately 30 minutes in Key Stage 3. Where a subject sets an extended task over several weeks, the expectation will be that the student will spend an average time per week as stated above. The department issuing the homework will be expected to give further guidance to students to enable them to break the tasks into smaller parts.

Year 10 and 11 (Key Stage 4)

Expectations will be higher in Key Stage 4, particularly in the core subjects of English, Maths and Science. Homework and revision tasks will be set as appropriate. The duration of tasks should be approximately 1 hour in Key Stage 4. Independent revision is also encouraged.

Year 12 and 13 (Key Stage 5)

In Key Stage 5, the expectations will increase further and students will complete a greater amount of independent study preparing them for higher education.

4.2 Homework timetable

The school does not publish a prescriptive homework timetable as we want homework to be purposeful and meaningful. Teachers are expected to set homework with a reasonable deadline for completion - it is not usually expected that students would have to hand in homework the next day, for example. Students are expected to develop their organisational skills by planning the completion of their homework tasks to ensure that they meet the deadlines provided.

5. Absences

If a student is absent from school due to illness or medical reasons, the teacher will decide whether homework should be set on a case-by-case basis. Generally, the school will not expect homework for these periods as students should be well enough to undertake any work supplied.

If a student is absent for a long period of time, the teacher and the parents/carers of the student will agree on what should be done and how much help should be provided.

6. Students who fail to complete homework

All students will be expected to complete homework on time. A suitable time period will be provided for the completion of the homework.

Where students have worked hard and aimed high, teachers will praise students via Bromcom for completing their homework.

If students fail to complete homework, teachers will inform parents/carers via Bromcom.

Teachers will make efforts to support students who are struggling to complete homework and will raise any concerns regarding their students' ability to complete homework to their Director/Subject Lead as well as parents/carers as appropriate.

Students who refuse to complete homework will be addressed in line with the Behaviour Policy.

7. Students with SEND

A balanced approach to homework will be adopted for students with SEND.

Where appropriate, the school will set adjusted or specific tasks for students with SEND as outlined in their Student Passports.

As we expect all students learn the same core knowledge, we recognise that tasks for SEND students may need to be adapted to meet their needs. For our SEND students, the journey may differ but the destination is the same.

Students with SEND will be supported in accordance with the school's SEND Policy.

8. Monitoring and review

This policy is reviewed biennially by ELT.

Any updates to this policy will be shared with parents/carers, students, staff and Governors.

The scheduled review date for this policy is 1.9.25.