



Homework Policy

Contents

1. Introduction
2. Rationale for Homework
3. Aims and Objectives
4. Types of Homework
5. Inclusion and Homework
6. The Role of Parents and Carers
7. Use of ICT
8. Homework Expectations:
 - 8.1 Senior School Homework Expectations
 - 8.2 Middle School Homework Expectations
 - 8.3 Lower School Homework Expectations
 - 8.4 Pre-Prep Homework Expectations
9. Monitoring and Review
10. Policy History

1. Introduction

- Homework is anything a pupil does outside the normal school day that contributes to their learning, in response to guidance from the school. Homework encompasses a variety of activities instigated by teachers and parents/carers to support pupils' learning. For example, parents or carers who spend time reading stories to their child before bedtime are helping with homework.

2. Rationale for Homework

- Homework is a vital part of a pupil's education, complementing what is taught at school. We believe that homework fosters independent learning and enhances academic development. It is a cooperative effort between teachers and parents/carers. Homework provides students with opportunities to reinforce and extend their learning outside the classroom.

- While homework plays an essential role in academic development, we also value the importance of play and extracurricular activities. Homework should never prevent pupils from participating in after-school activities that contribute to their overall growth.

3. Aims and Objectives

The aims and objectives of homework are to:

- Enable pupils to make maximum progress in their academic and social development.
- Help pupils develop the skills of an independent learner.
- Promote cooperation between home and school.
- Ensure all aspects of the curriculum are covered in sufficient depth.
- Provide educational experiences not possible in school.
- Consolidate and reinforce the learning done in school, allowing pupils to practise skills.
- Help pupils develop good work habits for the future.

4. Types of Homework

Homework is designed to support various aspects of student learning, and tasks may vary depending on the type of learning experience being targeted. Below are the different types of homework that may be assigned:

- **Pre-Learning / Flipped Learning**
 - Pre-learning tasks introduce pupils to new topics or concepts before they are covered in class. These tasks could involve watching videos, reading materials, or conducting basic research. This approach prepares students to engage more deeply with the material during class time.
 - Example: Watching a video or reading articles related to an upcoming science lesson.
- **Research and Preparation for Upcoming Topics**
 - Homework may involve researching and gathering information to support upcoming lessons or projects. This helps students to build background knowledge and be prepared for class discussions or assignments. It encourages independent learning and critical thinking.
 - Example: Researching a historical figure in preparation for a history discussion or exploring a scientific concept before conducting an experiment.
- **Project-Based Learning**
 - Project-based assignments are long-term, independent tasks that require research, planning, and creation. These projects allow students to apply their knowledge and develop skills in problem-solving, creativity, and time management. They may involve individual or collaborative work.
 - Example: Creating a model related to a historical topic or preparing a science presentation based on personal research.

- **Consolidation, Revision, and Recall**
 - Tasks focusing on consolidation and revision help reinforce and solidify previously taught material. These tasks encourage pupils to practise skills, memorise key concepts, or review material in preparation for future lessons or exams.
 - Example: Completing maths practice problems, revising vocabulary for a language exam, or reviewing key historical events before a test.
- **Extension and Challenge Tasks**
 - Extension tasks are designed for students who have mastered the material quickly. These tasks encourage deeper exploration of the topic, allowing students to apply their knowledge in more complex or creative ways.
 - Example: Writing a detailed essay or exploring advanced problems in a specific subject area.

5. Inclusion and Homework

- We ensure all homework is appropriate to the ability of each pupil. For students on the learning support register, tasks will be adapted as necessary based on their Individual Education Plans (IEPs). We also recognise and celebrate the cultural diversity of our pupils and their families.
- If a pupil is absent, parents can request homework on a case-by-case basis. Homework may be made available via Teams, but tasks requiring prior lessons may not be feasible for completion without attending class.

6. The Role of Parents and Carers

- Parents and carers play a crucial role in supporting their child's learning. They are encouraged to provide a suitable environment for homework, help with understanding tasks when necessary, and check that homework is being completed. Parents should also encourage their child to visit the library and engage in discussions about the homework.
- Parents and carers should check the pupil planner daily and sign it as required.
- For any homework-related questions, parents should contact the class teacher or Form tutor.
- Parents are not expected to mark homework; this remains the responsibility of the teacher.

7. Use of ICT

- ICT and the internet provide valuable resources for completing homework. However, pupils are expected to produce their own work, using online materials to support and enhance their understanding rather than simply copying from the internet.
- Parents should supervise their child's internet usage to ensure that they are accessing appropriate materials.
- Certain educational software can be purchased by parents for use at home, ensuring age-appropriate materials are being used.

- Older pupils may be encouraged to bring personal electronic devices to school, though this is not a requirement. The school will provide devices for lessons as needed.

8. Homework Expectations

8.1 Senior School Homework Expectations

- Each year group has a set homework timetable. For Years 9-11, homework will be set weekly, with up to one hour of work per task. Sixth Form students will be given a weekly workload of up to 3 hours per subject, which may include reading, essay writing, and research.
- Homework is given out weekly, with a minimum of 2 days allowed for completion. Pupils should also engage in daily reading (30-60 minutes depending on year group).
- All homework is recorded in the pupil planner and uploaded to Teams for tracking by teachers, parents, and students.
- Feedback on homework will be provided by teachers, including written comments and peer feedback. Misconceptions and improvements will be addressed.
- Failure to complete homework may result in a caution or detention. Extensions may be granted at the teacher's discretion.
- Exceptional homework effort will be recognised with House points.

8.2 Middle School Homework Expectations

- Homework is given weekly with a minimum of 2 days for completion. Pupils should also engage in 30-45 minutes of reading each night.
- Year groups follow a timetable, with core subjects receiving at least one homework task per week, and non-core subjects once per week.
- Homework is recorded in the pupil planner and uploaded to Teams.
- Feedback is provided on homework, including teacher and peer comments. Missed homework may result in a caution or detention.
- Exceptional effort will be rewarded with House points.

8.3 Lower School Homework Expectations

- Weekly homework may include reading, written tasks for English and maths, and practice for spellings and times tables. Additional homework may be set for subjects like science and art.
- Homework tasks are set throughout the week, with sufficient time given for completion. Pupils should hand in their work by the set deadlines.
- Each year group has a homework timetable, with reading expectations of 15-30 minutes per night, depending on the year group.
- Homework will be recorded in the pupil planner, with clear instructions on tasks and deadlines.
- Feedback will be provided, and pupils will be encouraged to make improvements based on teacher or peer comments.

- Failure to complete homework will result in parent communication. Recurring issues may lead to further sanctions.
- Regular and high-quality homework submissions will be rewarded.

8.4 Pre-Prep Homework Expectations

- Reception pupils are expected to read with an adult every evening. Parents should sign the communication diary weekly.
- Year 1 and Year 2 pupils will receive one piece of English and maths homework per week, with reading expected to be recorded in the communication diary.
- Year 1 and Year 2 pupils should also revise phonics weekly.
- Additional homework may be given to pupils needing extra support.

10. Monitoring and Review

- The Senior Leadership Team (SLT) is responsible for monitoring the implementation of this policy and reviewing pupils' work and teachers' planning.
- This policy will be periodically reviewed to ensure its effectiveness.

11. Policy History

- Date of adoption: September 2022
- Date of last review: June 2026
- Date for next review: June 2027
- Policy owner (SLT): Deputy Head (Academic)
- Policy owner (Board): Chair of the Board