

Homework Policy

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1. Rationale

Homework plays a vital role in supporting effective teaching and learning. It extends the learning process beyond the classroom and provides students with opportunities to revisit, consolidate, and apply knowledge independently. This policy ensures consistency in expectations across subjects, supports students' academic progress, and helps manage workload for both staff and students.

It also underpins the school's commitment to aspiration by reinforcing the link between independent study and long-term achievement. Homework helps students build resilience, particularly when engaging with challenging material, and fosters responsibility, as students learn to manage their time, meet deadlines, and reflect on their progress outside of lessons.

2. Aims

The purpose of this policy is to establish a consistent whole-school approach to homework. It aims to help students develop independent study habits, reinforce learning from lessons, and improve long-term retention. It also ensures that homework is purposeful, manageable, and clearly linked to curriculum objectives. In doing so, it promotes aspiration by setting high expectations, encourages resilience through regular opportunities to practise

and revise, and develops responsibility by expecting students to complete tasks independently and act on feedback.

3. Homework Principles

Homework should either consolidate what has been taught or provide structured preparation for upcoming content. It should never introduce completely unfamiliar material unless this is part of a deliberate and supported pre-learning strategy. Deadlines should be reasonable and communicated clearly to students.

To reduce marking workload and increase efficiency, teachers are encouraged to use self-marking tools such as quizzes and automated online platforms. Homework can also be marked in class, allowing students to reflect and respond using green pen corrections. All homework should serve a clear purpose and be planned into the broader curriculum.

Students are expected to approach homework with responsibility, completing tasks with care and submitting them on time. The policy encourages resilience, by normalising struggle and mistake-making as part of the learning process. It also supports aspiration, by ensuring that all tasks contribute meaningfully to the student's long-term academic success.

4. Homework Frequency and Type

At Key Stage 3, core subjects such as English, Maths, and Science are required to set homework weekly. Other subjects that are taught more than once per fortnight should set homework on a fortnightly basis. Subjects taught once per fortnight should set homework at least once per half term.

At Key Stage 4, English, Maths, and Science continue to set homework every week. All other GCSE subjects are expected to assign homework at least once a fortnight.

This consistency across subjects reinforces responsibility, as students learn to manage a regular and balanced homework load. Frequent, structured tasks promote resilience, helping students practise and improve over time. The steady routine also supports aspiration, by ensuring that all students are given regular opportunities to revisit and extend their learning.

5. Homework Types and Examples

There are two compulsory homework types. The first is pre-assessment homework, which must help students prepare effectively for upcoming tests or formal assessments. These tasks might include revision exercises, key topic reviews, or scaffolded exam-style questions. The second is post-assessment homework, which must be

tailored to individual or class-wide misconceptions, providing targeted practice, stretch, or challenge in response to students' prior performance.

These tasks encourage responsibility, as students must act on feedback and take ownership of their learning. They also require resilience, particularly when returning to areas of difficulty or confronting gaps in understanding. In turn, they promote aspiration, as students are supported to improve and exceed their prior performance.

In addition to these, teachers may set research tasks that require students to gather relevant background knowledge in preparation for upcoming topics. Vocabulary learning is also valuable, particularly in subjects where specialist terminology plays a central role. Self-marking quizzes using platforms such as Seneca or other adaptive tools can provide quick feedback and support long-term retention.

Homework may also include exam question practice, such as completing past paper questions, with or without scaffolding, to build exam confidence. Extended written responses or structured essays can also be assigned to support analytical thinking and written fluency where appropriate. These types of tasks develop academic resilience and contribute to the school's culture of high aspiration.

6. Setting and Tracking Homework

Homework must always be set through Bromcom, even if the submission method differs. Each homework task should include clear written instructions, a due date, and a note of how students are expected to hand in the work. Teachers should make use of Bromcom's AI and automation tools to help with homework creation and tracking where applicable.

Clear tracking supports responsibility, ensuring students are accountable for their tasks and staff can follow up where needed. Reliable systems also support aspiration, helping to ensure that students are regularly challenged and supported to do their best. When homework is tracked and celebrated consistently, it also builds resilience, especially for those who struggle with motivation or organisation.

7. Roles and Responsibilities

- Teachers are responsible for planning purposeful homework, setting it on Bromcom, and ensuring students understand how to complete it. In doing so, they model high expectations, consistency, and aspiration.
- Students are expected to complete homework on time and respond to feedback. This helps develop responsibility and resilience, as students take charge of their learning and continue to engage, even when tasks are difficult or unfamiliar.
- Parents and carers should support the completion of homework by encouraging good routines and checking deadlines. Their support helps reinforce a shared culture of responsibility and ambition.

- Subject Leaders must monitor that homework is being set appropriately within their subject area and aligned with school values. They ensure that aspiration, responsibility, and resilience are embedded in the curriculum outside the classroom.
- SLT will review overall implementation and evaluate the impact of homework policy across the school, ensuring that independent study reflects and supports the school's wider ethos and values.