HOMEWORK POLICY

NAMED PERSON:	Mrs Rebecca Beaumont Assistant Headteacher

Last Review Date:	September 2026
Review Cycle:	2 Years
Next Review Date:	September 2028

Mr Andy Crossey **Chairman of Governing Body**
Signed: A.D. Crossey
Date: September 2026

Rationale

- Homework without a clear learning outcome/purpose is in danger of taking up a students' free time unfairly
- Children need a childhood and the amount of homework set should be proportionate to their stage of schooling
- We hope and expect our students to engage in a wide range of extra-curricular activities within school life, and outside of school, and homework should not be a barrier to a happy, well-balanced, active childhood
- Students' homework will grow as they move through the school in line with 'The Buckingham Way': at Key Stage 3, homework will be about engaging with all facets of learning; at Key Stage 4, homework will begin to support students with becoming independent in their studies; and at Key Stage 5, homework will allow students to show exemplary work practices in all they do
- All homework tasks will be planned into the Curriculum's Schemes of Work and will not be set on an adhoc basis
- Students on courses leading to examinations can expect significantly more homework, as they develop the skills to study independently in preparation for the examinations themselves
- Research states that homework (if completed correctly) can add up to 5 months of progress (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework)

"Good" homework develops the school curriculum and focuses on extending and improving the depth in students' learning.

Aims / Purpose of Homework:

- To enrich students' classroom learning and to give teachers an additional means to assess the learning of their students
- To allow all students to develop their individual capabilities
- To develop the practice of independent study, time management, perseverance and self-discipline as well as a love of learning
- To provide opportunities for developing social skills and family learning involving parent/carers and other adults
- To provide students with the opportunity to complete pre-learning and therefore allow for deeper levels of discussion during the lesson.
- To be used as a diagnostic tool for teachers to have a clear picture of students' current level of understanding of a topic.
- To allow students to extend on the concepts and skills they have learned in their lessons
- To prepare students for examinations
- To support the raising of attainment

Key Stage 3 Homework (Engaged)

Year 7

- Students will receive 1 piece of homework every 3 to 5 lessons in each subject with a **duration of 15-20mins for each piece.**

Year 8

- Students will receive 1 piece of homework every 3 to 5 lessons in each subject with a **duration of 20-25mins for each piece**.

Year 9

- Students will receive 1 piece of homework every 3 to 5 lessons in each subject with a **duration of 25-30mins for each piece.**

Key Stage 4 Homework -Years 10 and 11 (Independent)

- There will be more homework for students in Key Stage 4 as they work with their teachers to prepare themselves for their final external examinations.
- Students will receive 1 piece of homework every 3-5 lessons in each subject with a **duration of 30-40mins for each piece**.

  For all Key Stage 3 and 4 homework tasks students will have a minimum of 5 school days to complete homework tasks (e.g. Set on Monday, first due date will be the following Monday)

Key Stage 5 Homework – Years 12 and 13 (Exemplary)

- The Sixth Form provides students with an excellent opportunity to prepare for further study and working life
- Students should expect to complete **1 hour** of independent study/homework for every hour that they are taught in the classroom for each of their subjects as per the guidance in the Sixth Form handbook.
- Teachers will set 1 hour of exam practice per week for each subject. This will be completed by the students in their Assessment Hour study periods.
- Teachers may also set explicit pieces of work which can be completed in Silent or Personal study time.
- Students should use their understanding of revision methods and personalised learning checklists to plan tasks for the remainder of their study periods in order to maximise their effectiveness. Support is available from the Sixth Form and class teachers to do this.
- Students will have a minimum of 24 hours (1 day) to complete explicit homework tasks (e.g. Set on Monday first due date will be Wednesday)

For all Key Stage 3, 4 and 5 homework tasks:

- All homework will be set through Google Classroom, giving clear and specific deadlines. Parents will be able to track this through Edulink One.
- Excellent pieces of homework will be rewarded as per the School's Rewards Policy
- Failure to complete homework will result in the first instance with a B1 by the teacher and it will be recorded on Edulink One. Students are still expected to complete this piece of homework. If a student fails to complete their homework (the same piece) for a second time the student will be issued a B3, this will be recorded on Edulink One and they will attend an after-school detention where they can complete the piece of homework.

Guidelines and Suggested Strategies:

As teachers, we must ensure that homework is:

- Planned, meaningful, relevant, engaging, accessible and adapted
- Enhancing classroom learning
- Given with appropriate time scales for completion
- Assessed (automated, teacher, group, peer or self) and this assessment is demonstrably responded to
- Rewarded
- Set via the Google Classroom
- That reasonable adjustments are made to meet the needs of the learner as set out in their passports
- Ensure that any missed homework is logged on Edulink One and followed up with the student and parents/carers, as per the Behaviour Policy

Best Practice:

- Homework is set near the beginning of the lesson so that it does not appear as a "bolt on activity" and so that students have plenty of time to write it down and ask any questions they may have
- Homework is directly linked to the Curriculum and the relevant section of The Buckingham Way
- Homework assessed after completion and improvement feedback are responded to by the student
- Specific tasks are set via online learning platforms
- **There are many other ways of assessing homework than teacher marking!** (self-assessment/peer assessment/class discussion)

Responsibilities / Monitoring and Evaluation:

Subject Teachers are responsible for:

- Setting homework in line with their subjects' schemes of learning, and for recording the tasks on the Google Classroom with a clear rationale of why it is being set explicitly linked to knowledge retention, practical core skills and preparation for future learning
- Carefully planning tasks, with scaffolding as appropriate to meet the needs of all learners as set out in their passports
- Adapt resources for students to facilitate accessibility, engagement and challenge based on knowledge of student ability and barriers to learning without lowering ambition with a specific focus on PP, SEND and HPA.
- Tasks are designed using universal design principles of: low reading barrier when literacy is not the focus, high structure, low cognitive overload and a clear success criteria.
- Setting deadlines for completion of home (in line with above) to ensure sufficient time is assigned for tasks to be completed to an appropriate quality
- Providing clear guidelines and, for extended tasks, ensure that work is 'chunked' and regularly monitored
- When project work is set over time with a final deadline, chunked tasks and guidance on completion is provided to support students throughout the allocated time to avoid mismanagement of time and incompletion.
- Setting tasks on online learning platforms such as SENECA learning or alternatives as used by different subject areas and ensuring instructions for completion are added to the Google Classroom,.
- Ensuring that completed homework is rewarded or sanctioned in line with school policy

- Providing quality feedback (where appropriate) to enable students to progress further and correct any misconceptions they may have created.
- Promote students' usual way of working within homework tasks utilising technology that provides readers and scribes and extra time as set out in the exams access arrangement policy.
- Providing support to students who request it or require additional guidance.
- Pupils are taught how to plan homework, how to break tasks down and how to seek help appropriately.
- Be mindful of literacy and accessibility of parents and carers when providing instructions and directions so parents and carers can engage with homework tasks and support their children.
- Parents are guided on how to support without teaching content, what good support looks like and when not to intervene.
- Communication with parents is clear, jargon free and translated or adapted where needed.
- Digital Equity - Offline Alternatives: Providing paper-based copies of tasks and resources ensures that students without reliable internet or devices are not penalised

Curriculum Leaders are responsible for:
- Supporting and monitoring the teachers in their teams with all aspects of homework
- Upholding a clear expectation as to when homework is set
- Monitoring that all homework set is challenging for all, and has a positive impact
- Ensuring that homework is planned into Curriculum Schemes of Work, as per the guidance above
- Non completion or poor quality homework triggers curriculum review and task design review with leaders analysing patterns by SEND, Disadvantage, HPA, Subject and year group.

Parent/carers have a key role to play in supporting their child by:
- monitoring homework set on Google Classroom
- monitoring the schools' recording of homework on Edulink 1
- trying to provide a quiet working environment that is conductive to study, or encouraging the use of the LRC at lunchtimes or after school
- Discussing homework tasks with your child to check they understand what they need to do
- Informing your child's teacher, via email/phone/letter, if for unforeseen extraordinary circumstances tasks have not been completed properly and confirm the reason/s for this
- Helping your child to plan homework to fit in with their home activities
- Checking that your child doesn't exceed the time guidelines for homework unless they are happy to extend the work because of their own interest and enjoyment
- Checking the requirements for the task and discouraging your child from spending lots of time on fancy presentations when the content is more important
- liaising with tutors or subject teachers if a query arises to do with homework
- Supporting the school in any actions taken to improve your child's attitude to taking responsibility for the completion of homework.

Students are responsible for:
- Recognising the value of homework, and be fully aware of its capacity to improve outcomes
- Listening carefully when the teacher discusses the homework set to ensure they understand what is required from them
- Completing all homework set, even if they missed the lesson for any reason
- carefully reviewing the work set for them on Google Classroom and asking their teachers for any further advice or clarification before the due date

- Communicate with your teachers about challenges or struggles you had in completing the homework tasks to gain more support for the subject area to overcome difficulties.
- Managing their time to ensure homework tasks are completed
- Completing the homework to the best of their ability and to a high quality, taking pride in their presentation and content
- Submitting the homework at the requested time or talking with their teachers if they need an extension
- Reflecting and acting upon the feedback received from their subject teachers
- Attending any sanctions set (as outlined above and in the Behaviour Policy) and to complete the homework at this time to avoid any further sanctions