



Homework Policy

Document provenance

This policy was approved as follows –

Approver: Executive Leadership Team

Date of Approval: March 2021

Executive Leadership Team Owner:

Date of Review: March 2023

National Director of Education

Unless there are legislative or regulatory changes in the interim, this policy will be reviewed every two years. Should no substantive changes be required at that point, the policy will move to the next review cycle.

Summary of changes at last review:

- Consolidation of Primary & Secondary template policies

Related documents:

- Curriculum Policy
- Teaching and Learning Policy

Homework Policy

1. Introduction and Purpose

1.1. Homework is here defined as any work or activities which pupils are asked to do outside lesson time, either on their own, with their peers, or with the support of parents or carers.

1.2. Homework is an integral part of education. Homework:

- promotes pupils' self-discipline and personal responsibility for learning and organisation
- reinforces work completed in class, extending knowledge and deepening understanding
- gives opportunities for deliberate practice and fluency development; it would not normally include new learning unless there is a research focus
- allows parents to have an oversight of and be involved in their child's learning

2. Scope

2.1. This policy applies to all academy educational staff.

3. The role of the academy

3.1. The academy will ensure that homework is set regularly by the subject or class teacher who will be responsible for ensuring homework is appropriate and manageable.

3.2. The academy will ensure that homework is set and focused and will prioritise quality over quantity.

3.3. The academy will ensure that parents/carers have a clear understanding about expectations regarding homework. The academy will make clear the pattern of homework in each year group and/or subject.

3.4. The academy will consider the learning needs of individual pupils when planning homework and ensure homework supports the development of pupils' independence and responsibility.

3.5. The academy will ensure that children who have Special Educational Needs and/or Disabilities (SEND) are given tasks that are appropriate for them, without lowering the expectations of the achievement of these pupils. This may be set by the class teacher, or SEND support staff. Homework tasks may be different to those set for others in the class, but the academy recognises that, where appropriate, it is important that they do as much in common with other pupils as possible.

- 3.6. The academy will ensure close monitoring of homework completion. If a pupil does not complete homework regularly, and cannot offer a valid explanation, the academy will contact the child's parents/carers to discuss any barriers or difficulties.
- 3.7. The academy will monitor and review the effectiveness of its homework programme.
- 3.8. The academy will support parents/carers by discussing homework at parents' evenings and other meetings throughout the year.
- 3.9. The academy will contact parents/carers if the completion of homework is a concern, or where parents/carers have raised concerns about the amount, timing, or content of homework. Where parents/carers have concerns about homework, they should in the first instance, contact their child's form tutor/class teacher.
- 3.10. The academy will use the academy website, social media channels, newsletters or bespoke online learning platforms to remind parents about homework deadlines.

4. The role of parents/carers

- 4.1. Parents/Carers are encouraged to be involved with their child's homework through:
 - providing a quiet place in which their child can do their homework or encouraging them to attend homework and study support clubs in the academy.
 - making clear to their child that they value homework and that it should be completed to the best of their child's ability.
 - encouraging their child and praising them when they have completed homework.
 - expecting deadlines to be met and checking that they are met.
 - ensuring that if their child has any difficulties in completing homework, they contact the pupil's class or subject teacher

5. Homework Programme

- 5.1. Details about homework will be shared at the start of each academic year, and this information will also be available on the academy website.
- 5.2. Opportunities to develop fluency and revisit learning will be the main focus in all year groups. This will sit alongside an emphasis on learning key knowledge and wider reading in each subject area.

6. Training

- 6.1. The headteacher will arrange any necessary training for staff to implement the policy.

7. Responsibilities

- 7.1. The headteacher has overall responsibility for the implementation of this policy.
- 7.2. Teachers have responsibility for ensuring compliance with the policy.
- 7.3. The Regional Education Director has responsibility for ensuring compliance with the policy within the region.

8. Monitoring and Evaluation

8.1. This policy will be monitored by:

- Regional Education Directors
- Headteachers and their Senior Leadership Teams
- Heads of department/subject leaders

8.2. Monitoring at academy level will include lesson visits, sampling of pupils' work and talking to pupils and to staff.

8.3. At regional level, the Trust's governance cycle ensures that the quality of teaching and learning is evaluated regularly using the Trust's rubric. This includes:

- **Termly Governance Review Days (GRDs)** - the effectiveness of teaching and learning in an academy will be scrutinised during the termly Governance Review Days (GRD) by the Regional Education Director (RED). Other colleagues from across the Trust who undertake scrutiny work at GRDs will also evaluate teaching and learning as part of the gathering and evaluating of evidence for a GRD.
- **Working Alongside Days (WADs)** - each academy is fully supported by regional colleagues in continually developing teaching and learning through the Trust rubric. The working alongside days will have a specific focus upon actions arising from each GRD and how to support leaders in each academy to improve the quality of education.
- **Termly Regional Performance Boards (RPBs)** - the Executive Leadership Team hold Regional Directors to account for the outcomes of each GRD and for raising standards in teaching and learning. The outcomes of RPBs are reported up to Trustees as part of the report from regional to trust level governance.

9. Policy Review

9.1. This policy will be reviewed every two years by the National Director of Education and approved by the Executive Leadership Team. Where changes in legislation or statutory guidance take place, the policy will be updated accordingly.

Appendix

Example Time allocations for homework and independent study

Year	Approximate Amount of Independent Study Time	Types of activity
Years 7 to 9	1-5 hours per week	<p><i>All students in Year 7 and 8 are set a minimum of 30 minutes of reading per week.</i></p> <p>Reinforcement of knowledge taught in lessons Knowledge recall Online Learning Platforms (Hegarty Maths, Seneca, Vocabulary Express, Oak Academy) Wider research</p>
Years 10 and 11	3-7 hours per week	<p>Reinforcement of knowledge taught in lessons Knowledge recall Wider research Online Learning Platforms (Hegarty Maths, Seneca, Vocabulary Express, Oak Academy) Preparation for future lessons (Front-loading) Routine coursework Examination preparation Revision</p>
Years 12 and 13	10 - 15 hours per week in and outside of school	<p>Reinforcement of knowledge taught in lessons Knowledge recall Wider research Preparation for future lessons (Front-loading) Routine coursework Examination preparation Revision</p>