



Homework Policy

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Homework Policy

Homework is defined as any work or activity which students are asked to do outside lesson time either on their own or with parents or carers.

The main rationale of this policy is to maximise the positive impact on progress that we know homework at secondary can have, while minimising the burden that it can place on students, parents and carers, and teachers.

We are committed to ensuring that across all key stages any homework set: has a clear and meaningful purpose; is in line with what the research tells us will have a positive impact on learning; and is made entirely accessible to all of our students regardless of ability or circumstances.

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Purpose of homework

- To consolidate and reinforce knowledge and skills that have been taught in classrooms through practice.
- To encourage students to increasingly develop the confidence and self-discipline to work on their own - an essential skill for adult life and when managing demands such as GCSE and A' Level revision.
- To provide a significant opportunity at KS3 for our students to broaden and extend their learning experiences.
- To enable students to devote time to particular demands such as GCSE or A' level project work.

Student responsibilities:

- At KS3 students should ensure they sign onto their Sparx account every week to complete their homework. If at all unsure about anything to do with Sparx, students should ask their tutor teacher.
- Students should ensure they have access to their school Gmail account and have joined their Google classroom for each of their classes.
- Students should check their classroom regularly to find out what homework has been set; they can also write homework into their diary (this is contained within the Student Planner).
- Students need to accept that deadlines must be kept.
- Students should see the member of staff concerned and ask for help so that problems with homework can be resolved before the deadline.
- Should take pride in doing their best.

Parents' and Carers' role in homework:

There is strong evidence that homework is most successful where families support the students in their work and this practice develops home-school partnership.

Parents and carers can support students with their homework by:

- Providing a reasonable place for their child to work or encouraging them to make use of the school's facilities.
- Monitoring their child's homework through Sparx email reminders and monitoring Google Classroom/Edulink to allow them to view when homework has been set.
- Helping their child to meet homework deadlines by having good routines.
- Making it clear to their child that they value homework and support the school in explaining how it can help them to progress.
- Offering encouragement and praise when homework is completed.

Key Stage Three

At KS3 (year 7, 8 and 9), there are two strands to our homework policy which are laid out in the table below. Our core homework offer accessed through Sparx ensures that our students consistently practice and improve their reading, and consistently retrieve and practice what they have been taught in Science and Maths to help secure this learning in their long term memory. Our core KS3 homework offer is deliberately designed to be manageable, purposeful and accessible, ensuring that homework is not overly burdensome to students, parents and carers, or teachers.

Running alongside this, our optional enrichment homeworks within non-core subjects provide manageable, engaging, and well planned opportunities for our students to extend their learning beyond the classroom without significantly increasing the workload of teachers, or overwhelming students and their parents and carers with large amounts of extended homework.

Strand	What homework will be set? How much homework will be set?	Staff responsibilities	How will we encourage students to complete homework?	Why?
Strand 1 - Core homework through Sparx	<p>On a weekly basis, our KS3 students will be set 3 homeworks through the Sparx platform:</p> <ul style="list-style-type: none"> - Sparx Maths - they will practice Maths that they have been taught in lessons - Sparx reader - they will actively practice their reading skills on texts that match their reading abilities - Sparx science - they will be asked questions that retrieve knowledge and understanding of the science curriculum they are being taught in school <p>These homeworks should take students a maximum of 30 minutes each</p>	<p><u>SLT</u></p> <ul style="list-style-type: none"> - To work with Sparx to set up and manage systems that ensure students and parents and carers gain clear communication around homeworks - To work with Sparx to set up and manage systems which allow staff to efficiently track, reward and sanction homework <p><u>Curriculum leaders (core):</u></p> <ul style="list-style-type: none"> - To take the lead on using Sparx to ensure that all students are set weekly high quality homeworks in their subject area - To ensure homework is tracked and that homework completion is rewarded when complete and sanctioned when it is not <p><u>Teaching staff:</u></p> <ul style="list-style-type: none"> - To monitor Sparx to praise completion and help students see the link between homework completion and improved performance in class - To track performance of students on homeworks and use this to inform teaching (e.g. going back over an area of the homework that the class performed poorly on) 	<p>First and foremost, we will encourage homework completion by removing all barriers to homework being accessed and completed:</p> <ul style="list-style-type: none"> - The amount of compulsory homework is manageable and is all accessed on one platform to ensure that access is simple - Homework will have a repeating pattern - always set and returned on the same days - We run a homework club with access to IT facilities where students can be supported by staff if they require this. We will always aim to run this in line with when students can attend - We ensure, through Sparx, that students and parents get homework reminders - We will reward core homework completion with a superstamp <p>Where homework is not complete despite barriers being removed, we will remind and then sanction:</p> <ul style="list-style-type: none"> - When homework is not completed by the deadline, we will issue a reminder and there will be a grace period for the homework to be completed in - If the homework is still not completed by the end of the grace period, we will issue a 45 minute homework detention (ending 15.30). In this detention, students will complete any outstanding homework and will be guided to reflect on how we can make sure they complete their homework in future. 	<p>The research shows that homework in secondary schools can have significant positive impact and we want it to have this impact on all of our students.</p> <p>We know that in order to have this positive impact, it must be entirely accessible to all students and therefore at KS3 we have developed a manageable and simple offer that can be accessed at homework club if necessary.</p> <p>We know that in order to have a positive impact, homework must not be new learning but must help our students practice skills and retrieve knowledge that they have already secured in school. This is exactly what students do through Sparx Maths, Reader and Science.</p> <p>Finally, we know that it will only have a positive impact if students complete it. Therefore, after removing all barriers, and issuing a homework reminder, we sanction with a homework detention to ensure all of our students complete homework and gain the benefits of doing so.</p>

<p>Strand 2 - Enriching the curriculum</p>	<p>One optional enrichment homework will be set each term by every non-core subject (all subjects outside of English Maths and Science).</p> <p>This homework will be an extended task which has been designed by the department to help students to meaningfully extend and enrich their learning in that term. For example, in term 1 for History they may be asked to apply their knowledge of castles to building a perfect one.</p> <p>Students can choose the homeworks they would like to complete and can commit any amount of time that they wish to this project - it is entirely their project to complete as they wish to.</p> <p><u>No compulsory homework will be set in non-core subjects.</u></p>	<p><u>Curriculum leaders</u></p> <ul style="list-style-type: none"> - To work with their teams to develop a meaningful enrichment homework for each term of KS3 - To lead the promotion of these homeworks within the department - To reward and celebrate the completion of enrichment homeworks <p><u>Classroom teachers:</u></p> <p>To promote student engagement in enrichment homeworks</p>	<p>Completion of enrichment projects will be encouraged only through positive reinforcement:</p> <ul style="list-style-type: none"> - All students who complete a project will be rewarded with a positive postcard - Outstanding homeworks will be recognised and displayed 	<p>While we know that homework is most effective when it is based around retrieval, we do not want our policy to place a ceiling on our students' learning and their love of learning. We want them to have an opportunity to extend and enrich their knowledge and skills but also to develop a love of more autonomous learning.</p> <p>This strand gives our students varied, clearly planned and well thought through opportunities to extend and enrich their learning while making sure that this style of extended homework is not placing unnecessary burdens on our students, parents and carers, and teachers.</p>
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Key Stage Four

In Years 10 & 11, students are only set classroom based homework which is aimed at securing the taught curriculum. Details of this are shown in the table below.

Purpose	What homework will be set? How much homework will be set?	Staff responsibilities	How will we encourage students to complete homework?	Why?
All homework set at KS4 will be designed to secure the taught curriculum	<p>Homework will be set by classroom teachers and will be designed to secure what has already been taught. This will include:</p> <ul style="list-style-type: none"> - The retrieval of knowledge that has already been taught (for example quizzes) - The practice of skills that have already been reasonably secured (for example practicing exam style questions) - The reasonable and accessible extension of learning (for example guided reading on a topic student already have strong understanding of) <p>Students should expect no more than 60 minutes of homework per subject per week</p>	<p><u>Curriculum leaders:</u></p> <ul style="list-style-type: none"> - To ensure there is a common and consistent departmental approach to homework - To ensure this is in line with school policy <p><u>Teaching staff:</u></p> <ul style="list-style-type: none"> - To ensure all classroom homework is in line with school policy - To ensure the homework set will not exceed 60 minutes a week and that students are given a reasonable period of time to complete homework (usually a week but no less than 3 days) - To ensure homework is uploaded on google classroom (this will link to edulink) - To ensure homework is set with a regular pattern (for example set on a Wednesday and due on a Wednesday) - To provide feedback where it is appropriate 	<p>At KS4 we encourage our students to complete homework mainly through positive reinforcement. All students will receive a super stamp for homework completion and positive postcards will also be used for excellence in homework completion.</p> <p>At KS4, due to the importance of homework completion, there is a sanction in place for non- completion the process for which is laid out below:</p> <ul style="list-style-type: none"> - Homework is set with a reasonable deadline - Homework is not handed in - Student is given a reasonable extension (at least 1 day) - Homework is not handed in again - A comment is added on edulink for non-completion of homework - This comment will stop the student from being able to leave site at lunch time until homework is up to date <p>This sanction is reasonable because:</p> <ul style="list-style-type: none"> - Students are given an extension 	<p>The research shows that homework in secondary schools can have significant positive impact but this impact is seen when homework is the retrieval of secure knowledge or practice of secure skills. Setting homework that involves new learning is not efficient and is therefore not a good use of the time and energy of students, parents or teachers.</p> <p>We also want our homework to have a positive impact on all of our students regardless of their circumstances outside of school. Therefore, making retrieval and practice based homework as simple and accessible as possible is vital to ensure all of our students can benefit from its positive impacts.</p> <p>At KS4, we do not have an enrichment strand to our homework policy. This is because we know that the time that our students have outside of school is finite. We want our students to engage in a range of extracurricular activities as part of the school community and the</p>

			<ul style="list-style-type: none"> - It avoids higher level sanctions - It is designed to be inconvenient enough to encourage homework completion while not damaging attitudes to learning and the school 	broader community. The time that they do spend completing school work outside of school hours we want to be activities that we are certain of having a positive impact on their academic progress and outcomes - retrieval of secure knowledge and practice of secure skills.
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***We will be changing our KS4 policy in September 2026. This will bring in a homework detention to reflect the changes we have made at KS3. However, we are phasing in this sanction so that our first cohort who will be sanctioned with a detention at KS4 will have developed better independent study habits while homework demands are more manageable in KS3.**

Key Stage Five

At Headlands Sixth Form, our commitment to academic excellence is reflected in our "5 Hours In..." strategy, which emphasizes independent learning over traditional homework. This policy ensures that every student dedicates an additional 5 hours per week to each subject, enhancing their understanding and mastery. The strategy includes a structured approach to independent work, with clear expectations for students, teachers, and parents.

The "5 Hours In..." Strategy

Objective: Each student is required to commit 5 hours per week per subject to independent study, categorised into three distinct types of activities: consolidation, reactive work, and proactive work. This approach promotes comprehensive subject mastery by encouraging students to engage in varied learning methods.

Structured Independent Learning

1. Consolidation Work:

Purpose: To reinforce learning and solidify understanding of material covered in class.

Activities: Teachers will set tasks such as brain dumps, creating flashcards, mind maps, or MIS Quizzes/low stakes tests. These activities help students organise and retain information.

2. Reactive Work:

Purpose: To apply knowledge and skills in a practical context, responding to specific academic challenges.

Activities: Students are expected to engage in tasks like answering essay questions, completing past exam papers, and working on teacher-provided problem sets. This helps in honing exam techniques and deepening subject comprehension.

3. Proactive Work:

Purpose: To expand knowledge beyond the curriculum and encourage intellectual curiosity.

Activities: Students can choose from a bank of resources curated by staff, including texts, podcasts, documentaries, and wider reading materials. This proactive work fosters independent thinking and a broader understanding of the subject.

Expectations for Students

Active Participation: Students must fully engage with the structured independent learning approach, dedicating the full 5 hours per subject each week as outlined above.

Time Management: Students should plan and balance their time effectively across the three types of work, ensuring consistent progress and avoiding last-minute efforts.

Accountability: Students will be required to demonstrate their independent work through class discussions, written reflections, or evidence of completed tasks.

Expectations for Teachers

Task Setting: Teachers will set specific tasks aligned with each of the three categories of work. They will ensure that students have a clear understanding of the expectations and the purpose of each task.

Resource Provision: Teachers will maintain and update a bank of proactive work resources, providing students with a variety of materials to choose from for their independent study. Set up a section within Google class rooms that is clear for the students

Progress Monitoring: Teachers will regularly check students' independent work, offering feedback and support to help them refine their study practices and deepen their subject mastery.