



HOMEWORK POLICY

2026-27

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Reviewed by the LGB Governors

“The Governors of Greenbank High School are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment”

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1. Introduction

Homework plays an important role in helping our pupils to thrive both academically and personally. When thoughtfully designed, it supports progress, strengthens understanding, and encourages the development of independent learning skills. Purposeful homework, paired with clear and supportive feedback, helps pupils build on prior learning while preparing confidently for what comes next.

At the heart of this policy is our commitment to ensuring that every pupil feels a sense of agency in their learning. Homework is designed to be meaningful, accessible, and inclusive, enabling students to take ownership of their progress. Through tasks that reinforce classroom learning, encourage reading, and promote retrieval practice, pupils develop resilience, organisation, and self-discipline, skills that empower them far beyond the classroom.

We also embrace innovation in our approach to homework. By offering varied and engaging tasks that are carefully aligned with learning in lessons, we aim to stimulate curiosity and provide opportunities for pupils to flourish creatively. Homework is not just about consolidation - it is also about creating space for pupils to explore their interests, think critically, and challenge themselves in new ways.

We recognise that clarity and consistency are essential. Expectations across subjects are designed to be clear, purposeful, and supportive of pupils' individual needs and circumstances. Feedback plays a key role in this process, helping pupils to improve, and continue progressing with confidence.

Importantly, we are committed to promoting balance and wellbeing. Homework should enhance learning without causing unnecessary pressure. By setting realistic and equitable expectations, we aim to create a positive attitude towards independent learning where pupils feel motivated and able to succeed.

Through this policy, we seek to build a shared understanding between pupils, staff, parents, and carers about the purpose and value of homework. Together, we will ensure that homework supports not only academic success, but also the development of confident, capable learners who are ready to thrive.

Homework differs at key stage 3 and 4. For the first term of year 7, homework will only be set by core subjects; English, (including reading) maths and science. This allows pupils to gradually develop effective study habits, build confidence, and successfully transition from primary to secondary school without becoming overwhelmed.

2. Key Stage 3

Homework is compulsory for English (including reading) Maths, Science, Humanities, French and Spanish.

Reading will be monitored by English staff / reading teacher during pupils' fortnightly reading lesson.

Subject Area	Frequency	Duration	Type
Maths (Sparx)	Weekly	30 mins	Recall & fluency
Science (Sparx)	Weekly	30 mins	Recall & fluency
English Reading	Weekly	30 mins	Reading
Humanities (History/Geog)	Fortnightly	20 mins	Recall or project
Languages (MFL)	Fortnightly	20 mins	Recall or project
All other subjects	Optional	Flexible	Recall/project

Optional Subjects

Subjects such as *Art, Design Technology, Drama, Music, PE, and Computing* should only set optional homework. These should be enrichment-based and not required for all pupils.

3. Key Stage 4 (Y9-11)

At Greenbank, we believe homework is an important opportunity for pupils to develop independence, confidence, and success across their GCSE studies.

Weekly homework will be set by subject teachers, allowing for flexibility and responsiveness to learning.

Each homework task should take no longer than 1 hour per subject per week, supporting a balanced and manageable workload.

Homework at KS4 builds on the strong foundations developed at KS3, with an increased focus on practising, refining, and embedding the knowledge and skills needed for GCSE success.

Tasks may include:

- Revision activities
- Reading to deepen understanding
- Learning and applying key vocabulary
- Short and extended writing pieces
- Completing exam-style questions and papers
- Research and coursework planning

4. Celebrating Success

At Greenbank, we are committed to recognising and rewarding pupils' efforts and achievements in homework.

Pupils will receive praise, recognition, and rewards (such as Shout Outs and Achievement points) for completing homework and showing commitment to their learning.

Success will be shared and celebrated to help build confidence, motivation, and to build positive study habits.

5. Non-completion of homework

Our values-led approach focuses on encouragement rather than sanctions.

We do not issue detentions for missing homework

Instead, homework completion is logged through the award of a zero-point sanction on Arbour. If a pupil misses two compulsory homework's at KS3, or two homework for GCSE, subject staff then have the option of placing pupils in homework support, for 30 minutes after school.

6. Additional Homework Support sessions include:

- Homework Club (Disadvantaged Pupils)
- Sparks Club (Maths and Science)
- English GCSE Clinic (Drop in)
- DT – Period 6 (Every Day)

7. Implementation Guidelines

For Departments:

- Set homework in line with the homework timetable (produced for Y7 forms and Y8 workgroups)
- Ensure tasks are clearly explained by subject staff and are fully accessible for all pupils
- Adhere to time expectations and ensure that effort is rewarded with achievement points

For Senior Leaders:

Senior leaders will monitor homework by evaluating:

- Compliance with the whole-school homework timetable.
- Consistency of homework provision across subjects, classes, and year groups.
- The quality, accessibility, and appropriateness of homework tasks.
- Whether homework supports curriculum intent and improves pupil learning.
- Evidence that homework is explained clearly and understood by pupils.
- The extent to which departments adhere to agreed homework time expectations.
- Rates of homework completion and engagement across different pupil groups.
- The effective use of achievement points and other strategies to recognise pupil effort.
- Feedback from pupils, parents, and staff regarding homework provision.
- The impact of homework on pupil progress, independent learning, and readiness for future learning.

8. Links to other policies and documents

This policy should be read in conjunction with:

- Special Educational Needs and Disabilities Policy
- More Able Gifted and Talented Policy
- Assessment Recording and Reporting Policy
- Marking and Feedback Policy