



Homework Policy

Statement of Intent

At St. Edmund Arrowsmith Catholic High School, our aim is to provide a broad and balanced curriculum, which ensures continuity and progression, and which meets the need of all learners. We aim to provide challenge, develop motivation and ignite ambition, administered in a learning environment which is safe, supportive and caring. We believe that each child is uniquely talented and aim to deliver appropriate and targeted provision so that all reach their potential and acquire a love of life-long learning.

We believe that homework plays an important part in education and the benefit of doing homework must be instilled at an early age so that independent study can be achieved.



We are also aware that pupils have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We give careful consideration to ensuring homework is well-balanced across the school.

This Homework Policy was developed in consultation with staff members, parents and pupils, and with the full agreement of the governing board.

Contents

1. Aims
2. Legal framework
3. Responsibilities
4. Homework procedures
5. Rewarding pupils who have produced quality homework
6. Pupils who fail to complete homework
7. Pupils with SEND
8. Homework tasks

This Policy will be reviewed every two years at the Quality of Education Committee Meeting:-

Policy approved by Governors on:	03/10/2023
Signed	 Chair
Signed	 Headteacher
Date to be reviewed:	October 2025

Aims

This policy aims to:

- Develop a consistent approach to homework throughout the school.
- Make sure that teaching staff, parents and pupils are aware of their responsibilities with regards to homework.
- Allow pupils to practise many of the skills referred to in the school's "Attitudes to Learning."
- Ensure that parents understand what is expected of their child.
- Encourage pupils to develop the responsibility and self-discipline required for independent study.
- Embed knowledge and support pupils' learning experiences via revision and reinforcement.
- Work with parents and involve them in their child's learning, and to keep them informed about the work their child is undertaking.
- Use homework as a tool for raising standards of attainment and extending learning beyond the classroom.
- Give pupils further practise and a deeper understanding of skills, knowledge and concepts learned during the school day.
- Use homework to enhance pupils' study skills of planning, time management and self-discipline.
- Use homework to access resources not available in the classroom.

1. Legal Framework

This policy has due regard to all relevant statutory and good practice guidance including, but not limited to, the following:

- DfE (2019) 'Ways to reduce workload in your school(s)'
- Ofsted (2019) 'School inspection handbook'
- Ofsted (2019) 'School inspection handbook – section 8'

This policy operates in conjunction with the following school policies:

- Marking and Feedback Policy
- Behavioural Policy

2. Responsibilities

The Headteacher and SLT are responsible for:

- Frequently checking the policy's compliance with statutory and good practice requirements.
- Monitoring the effectiveness of this policy.
- Reviewing the policy every two years and making appropriate updates as required.
- Discussing with staff the extent to which this policy is being implemented.
- Meeting with parents as appropriate.
- Providing parents with information about homework.
- Informing new parents about the Homework Policy.

Heads of Departments are responsible for:

- Developing a departmental approach to homework.
- Ensuring members of department are using Arbor to communicate homework tasks and instructions to pupils and parents.
- Monitoring the frequency and quality of homework set in the department.
- Supporting teachers with the sanctioning of pupils who do not complete homework tasks. This might also include the setting up of a Homework Hub.
- Liaising with students and parents as necessary using Arbor as the initial platform of communication.

Directors of Learning are responsible for:

- Promoting expectations that homework tasks should be completed appropriately.
- Checking data to monitor homework completion.
- Communicating with parents and pupils when a concern arises.
- Providing support to pupils who are not completing homework tasks. This might include the create of a Homework Hub.

Teachers are responsible for:

- Promoting good routines for tasks completed at home.
- Providing pupils with the appropriate amount of time to complete homework. Pupils should be given at least three days to complete tasks during and four days if a piece of work is issued on a Friday.
- Planning and setting up a regular programme of homework for pupils.
- Providing an explanation of homework tasks and ensuring that all pupils understand what they have to do. This should be communicated via Arbor.
- Ensuring pupils are given time in lessons to record homework in their journal/planner.
- Ensuring all homework is purposeful and links directly to the curriculum.
- Setting homework that is appropriate to pupils' abilities.
- Monitoring homework regularly and making sure pupils are completing it.
- Marking homework and giving feedback to pupils.
- Using Arbor to communicate with parents if homework has been completed, is late or has not been submitted at all.
- Communicating with parents if there is a problem regarding homework.
- Being available to parents and pupils for a discussion about homework.
- Setting homework that is consistent across classes.
- Ensuring homework takes equal opportunities into account and that the needs of pupils with disabilities are considered.
- Staff should use their professional discretion to reward quality work and praise pupils who regularly complete homework.

Parents are responsible for:

- Supporting and encouraging their child with regards to completing homework.
- Accessing homework tasks and instructions via Arbor.
- Becoming involved in their child's homework and encouraging their child to have a positive attitude towards it.
- Making sure that their child completes homework to a high standard and on time.
- Providing suitable conditions and resources for their child to complete homework.
- Praising their child and celebrating achievements with regards to their homework.
- Informing teachers of any issues that may arise and co-operating with the school to find a solution.
- Keeping the school informed of any change in circumstances which may affect their child's learning and ability to complete homework effectively.
- Encouraging their child to discuss homework and feedback from teachers.

Pupils are responsible for:

- Taking responsibility for the recording of homework and instructions in planner/journal.
- Checking Arbor for homework tasks that have been assigned.
- Taking responsibility for their own learning and submitting completed work in a timely manner.
- Having a positive approach towards homework and building a routine at home so that tasks can be completed to the best possible standard.
- Putting the same effort into homework as class work.
- Making sure they understand the tasks that have been set and seeking clarification if required.
- Ensuring that they have everything they need to complete homework and returning to school all books/stationery needed to complete their homework.

- Taking pride in the presentation and content of their homework and performing to the best of their abilities.

3. Homework Procedures

- All homework will be uploaded and accessed via Arbor.
- Homework will be uploaded prior to or during the lesson and no later than the end of the lesson.
- Departments have a clear rationale for homework tasks and will set homework as appropriate. See appendix
- Homework tasks should take no longer than 20-30 minutes at KS3 and no longer than one hour at KS4. Departments should indicate when tasks might take longer.
- Pupils should be given at least three days to complete a piece of homework. Pupils should be allowed four days to complete tasks if issued on a Friday.
- The completion of homework is compulsory, and teachers will expect homework to be completed on time and to a high standard.
- Pupils who regularly fail to complete homework will be expected to attend a Homework Hub.

4. Rewarding pupils who have produced quality homework.

It is very important that pupils receive recognition for quality homework.

- Pupils will receive an achievement point or a verbal word of praise.
- Quality homework will also be recognised in pupils' termly Attitudes to Learning.

5. Sanctioning Homework

All pupils are expected to complete homework on time. The following procedures will apply to those pupils who fail to complete work:-

- In the first instance, staff should investigate reasons for the incompleteness of homework and address issues accordingly.
- Pupils will be given a lunchtime detention if homework has not been completed. Pupils will also receive a behaviour point. This will be recorded on Arbor.
- If a pupil fails to complete a piece of homework on three separate occasions in a short space of time in one or more subjects, parents will be contacted.

6. Pupils with SEND

- A balanced approach to homework will be adopted for pupils with SEND, in consultation with the pupil's parents and the SENCO
- The school recognises that pupils with SEND may require specific tasks to be set, as outlined in their Individual Education Plan.
- While pupils with SEND may benefit from differentiated tasks separate from the homework received by other pupils, it is important that they also complete as much standard homework as possible.

7. Homework Tasks

Homework tasks may fall into the following categories: completion, practice, preparation and extension:-

Type	Definition	Intended Outcomes	Examples
Completion	Any work assigned during the school day that was not completed in class	Helps students keep up-to-date with the classroom sequence of learning.	<ul style="list-style-type: none"> • Note-taking and writing up notes taken in lessons. • Completing coursework/worksheets.
Practice	Any work that reviews and re-enforces skills and concepts taught in class	Helps pupils practise newly acquired skills	<ul style="list-style-type: none"> • Writing tasks. This might take the form of composing an essay or an extended piece answer. • Learning –facts, vocabulary, spellings. • Drawing or design work. • Practising a sporting movement or musical instrument. • Answering questions from many of the online learning platforms.
Preparation	Any work that prepares students for upcoming lessons or classes	Encourages students to acquire background information or to bring their prior knowledge and experiences to upcoming units of study.	<ul style="list-style-type: none"> • Reading a document in preparation for the learning in the next lesson. • Research. • Preparing documents for discussions or presentations for learning. • Revising for tests and exam. • Rehearsing for an in-class delivery/performance.
Extension	Any work that explores and refines learning in new contexts or integrates and expands on classroom learning	Encourages students to problem solve, think creatively and think critically.	<ul style="list-style-type: none"> • An additional task used for those pupils who require additional challenge.