

THE SYDNEY RUSSELL SCHOOL



SRS Homework Policy

Homework is an important part of our students' learning journey, contributing to the currency, character and culture of our school. For homework to be effective it must be stimulating and challenging whilst being supported through high quality teaching, learning and assessment in the classroom.

Our homework policy is centred around our school vision:

Currency: homework enables students to practise new learning, embed new skills and recall prior learning to improve their retention of knowledge and skills.

Character: homework goes beyond just the task itself; it helps learners take control of their workload and improve their time management skills. Research shows that homework set with a deadline helps students to develop the skill of prioritisation, and in turn, this enables them to think independently and develop problem-solving skills and resourcefulness.

Culture: homework is part of our culture of high expectations and is an important part of developing young people as life-long learners in our all through school.

It is important that we have consistency across the school to ensure teachers and pupils are aware of what is expected of them regarding homework. As a school, we have carefully considered the following:

- The quality and purpose of homework
- The frequency of homework given
- The monitoring of homework
- The communication with parents

SRS Primary Homework Policy

English

Daily Reading

Children are expected to read every day with a parent or guardian. All children will have access to two books; a book banded reading book matched to their reading ability and a library book for pleasure. A record of the child's reading should be evidenced in their student planner. House points are awarded for reaching various reading milestones and demonstrating regular reading.

Years 1–6 – Spellings

Weekly spellings are based on the key spellings expected for their year group or may be linked to the theme or learning taking place during the term. Children should practise these words regularly throughout the week, as they will form part of a weekly spelling quiz in school.

Maths

Daily number practice

Children should practise number bonds or times tables daily using the Numbots or Times Tables Rock Stars platforms. For some year groups, this forms part of a weekly quiz.

Years 1–6 – MyMaths

Weekly activities linked to the current topic of learning are set on MyMaths for children to complete. This is set on a Friday and children have one week to complete.

Reception

Weekly activity packs are sent home for parents and children to enjoy together. These include mathematical games and practical activities designed to support children's development of number skills and understanding of patterns.

SRS Secondary Homework Policy

- Homework must be issued to all year groups, in all subjects and to all students.
- Homework must be issued in appropriate quantities, and completion dates must be both clear and manageable. All homework should allow students one week to complete their homework.
- Homework must be carefully planned alongside the programme of study.
- Homework must be adapted to meet the needs of individual students.
- Homework activities must be meaningful, stimulating and purposeful.
- Feedback on homework must be constructive. Students must be given recognition for their effort and work well done.
- Feedback on homework is a crucial aspect of learning and can take many forms. It is not always appropriate for all homework tasks to be marked by the teacher, but all homework will be assessed. Some homework may be peer or self-assessed to enhance understanding and encourage reflection.
- Parents/carers will be informed of homework set in the student planner. The planner should be checked by parents/carers weekly.
- Teachers may use the online platform, Teams, to set homework.

The frequency of homework and the purpose of homework varies by department to enhance their programme of study. The frequency of homework is related to the number of periods the student is timetabled for in that subject per week. For example, core subjects such as Maths and English will issue more homework than subjects such as Music, Art, Drama, Computing, Food Technology and P.E.

Guidelines as to the likely amount of homework set are outlined by Key Stage, below.

Key Stage 3

Subject	Homework frequency
English	Regular reading (minimum of 3x per week) 1x per fortnight
Maths	x1 per week
Science	x1 per fortnight
Languages	x1 per fortnight
Computing	x2 per half term
History	x2 or 3 per half term
Geography	x2 or 3 per half term
Music	15 minutes practise 3 times per week for Y7 & Music Scholars in Y8 & Y9
Drama	x1 per half term
DT / Food	x1 per half term
Art	x1 per half term
Civics	x2 per half term

Key Stage 4

Subject	Homework frequency
English	X1 per fortnight
Maths	X1 per week
Statistics (GCSE)	X1 per week
Biology	Yr 10 – x1 per 2 weeks Yr 11 – x1 per 2 weeks + weekly Tassomai
Chemistry	Yr 10 – x1 per 2 weeks Yr 11 – x1 per 2 weeks + weekly Tassomai
Physics	Yr 10 – x1 per 2 weeks Yr 11 – x1 per 2 weeks + weekly Tassomai
Combined Science	Yr 10 – x1 per week Yr 11 – x1 per week + weekly Tassomai

French	X1 per 2 weeks
Spanish	X1 per 2 weeks
Computer Science (GCSE)	X1 per 2 weeks
IT (Vocational)	X1 per 2 weeks (except where students are doing PSAs)
History	X1 per week
Geography	Year 10 – 1 Quizlet per week Year 11 – 2 Quizlets and 1 piece of exam practice per week
Music	X1 per week plus daily practice on principal instrument
Drama	X1 per 2 weeks for theory lessons but practical rehearsals expected twice per week, either independently or as a group
DT	X2 per week 1 homework is theory 1 homework is linked to completion of NEA work, learners complete any work that was not finished in the lesson.
Food	X1 per 2 weeks for theory lessons. This may change depending on if there is a double practical some weeks.
Art	X1 per week
Photography	X1 per week
PD Curriculum	X1 per 3 weeks
PE (GCSE)	X1 per week
PE (Vocational)	X1 per week
Dance	X1 per week
Sociology	X1 per 2 weeks
Business	X1 per week
Economics	X1 per week
Media Studies (GCSE)	X1 per 2 weeks
Media (Vocational)	X1 per 2 weeks

Key Stage 5

Subject	Homework frequency
English Literature	X1 per week (This will also include elements of NEA drafting at the end of Year 12 with a longer deadline than one week)
Maths	X1 per week

AS Further Maths	X1 per week
Art	X1 per week (equivalent of 3 hours of work- final pieces, research, annotation)
Photography	X1 per week
Business Studies	X1 per 2 weeks
Economics	X1 per 2 weeks
Chemistry	X1 per 2 weeks
Biology	X1 per 2 weeks
Physics	X1 per 2 weeks
Computer Science	X1 per 2 weeks
Geography	X1 for every lesson (knowledge sheet – summarising lesson), x1 every 2 weeks exam practice
History	X1-2 per week
Sociology	X1 per 2 weeks (Weekly reflection sheets)
EPQ	NA
Media Studies	X1 per week
Music	X2 per week plus daily practise on their principal instrument.
Drama and Theatre	X1 per week for theory lessons but practical rehearsals expected twice per week, either independently or as a group.
Politics	X1-2 per week
Psychology	X1 every two weeks
PE	X2 per week
Spanish	X1 per week

Secondary Spaces to Complete Homework

The School Library

Students are welcome to study, read or play board games in our library before, during break times and after school.

The library is open from Monday – Friday, between these times:

8:00 am – 8:30 am

11:00 - 11:30 am

1:30 - 2:00 pm

3:00 – 3:30 pm

Homework club

Students are also welcome to study at Homework Club, should they need somewhere to study. The Homework Club will be supervised by a Learning Support Assistant (LSA).

The club is open from Monday – Friday, between these times:

3:00 pm – 4:00 pm

Room D0.02

Sixth Form

Sixth Form students can use the Common Room for late study.

Monitoring homework

The role of teachers, parents/carers and students

Class Teachers must:

- Ensure that homework issued is recorded by all students in the student planner (we advise that the 'Do Now' time in the lesson is used to do this).
- Instructions are stated clearly.
- Keep up-to-date records of assessment, homework issued, completed and not.
- When a student completes a h/w detention with you, you must sign it off in their planner.

Parents/Carers must:

- Parents/Carers are asked to sign the student planner weekly. This includes monitoring whether any detentions have been set for non-completion of homework.

Parents, carers and families can make a hugely positive difference to their child's learning.

How to support your child's learning from home:

- Set a regular time every day for homework.
- Encourage reading.
- Help your child to work in a quiet environment – e.g. this might mean removing any computer games consoles until after your child has finished their work. Please see above for information on the spaces available in school where your child may work quietly if this is preferable.
- Encourage your child to take part in activities e.g., hobbies, clubs which will provide opportunities to develop a range of skills.

At every stage, pupils must:

- Use the student planner to record homework.
- Use the student planner to record homework detentions.
- Be responsible for completion of homework to the best of their ability and to ensure it is completed on time.

Failure to complete homework

If a student doesn't complete their homework to a reasonable standard or fails to hand their work in by the given deadline, the subject teacher will issue the student with a 30-minute detention after school (not on the same day). The escalation procedure below outlines what will happen if the student continues to miss homework deadlines or fails to submit work of an appropriate standard:

Escalation process

Stage 1	Missed Homework A missed homework assignment will result in a 30-minute detention with the subject teacher . The detention will be recorded in the student's planner on the detention page.
Stage 2	Three Missed Homework After three missed homework submissions, HoY will complete a Homework Intervention Referral Form and submit it to the Student Achievement Lead. Parents/carers will be informed that the student will be placed on a 10-day homework intervention programme after school.
Stage 3	Further Missed Homework Any further missed homework after the completion of the homework intervention programme will result in a meeting between parents/carers, the HoY, and the Student Achievement Lead.

Homework detentions will be reset termly. This means students who have homework detentions in their planner, will start again from 0. This will give students a fresh start to focus on their Attitudes to Learning, to ensure homework is completed on time and to a high standard. The next reset will be February half term, May half term and at the end of the academic year.

Attitude to Learning

Students' commitment to their homework will contribute to their Attitudes to Learning grade. Please see the grade descriptors below:

Effort Grade	Descriptor	Descriptor guidance
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1	Outstanding	• The student is always ready to learn with all necessary equipment including books and folders. • The student consistently works hard, takes initiative, and completes all tasks, including extension tasks. • The student often volunteers constructive contributions to lessons. • The student is fully focused, attentive and cooperative at all times, helping fellow students to learn and staff to teach. • Homework is always completed on time and to the best of their ability.
2	Good	• The student is often ready to learn with all necessary equipment including books and folders. • The student generally works hard and completes all tasks. • The student sometimes volunteers constructive contributions to lessons. • The student is fully focused, attentive and cooperative at all times, helping fellow students to learn and staff to teach. • Homework is typically completed on time and to the best of their ability.
3	Inconsistent	• The student is sometimes ready to learn. They usually have all necessary equipment, such as books and folders, but occasionally forget items. • The student's effort is inconsistent, and they often need prompting to complete tasks. • The student rarely volunteers constructive contributions to lessons. • The student is generally cooperative but can sometimes cause low-level disruption. They may lose focus at times and require reminders to stay on task • Homework is usually completed but not always on time or to the best of their ability.

4	Poor	• The student is often not ready to learn. They frequently forget necessary equipment. • The student's effort is low, and they often need regular prompts to complete tasks. • The student very rarely volunteers constructive contributions to lessons. • The student can be uncooperative and regularly causes low-level disruption. They often lose focus and require reminders to stay on task • Homework is rarely completed on time and often not to the best of their ability.
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Reading at SRS

At Key Stage Three (Years 7-9), all students sit a reading age test every term, which helps track the reading ages of students as well as their next steps to improve. To support students' reading abilities and build their reading repertoire, all students in Key Stage Three have a weekly reading lesson as part of their English curriculum, using an anthology of texts. Students in Years 7 and 8 have these lessons in the school library once a fortnight. During these lessons, students are exposed to various genres and are able to explore and discuss key concepts of the texts they read as a class. However, all students in every year group are expected to read on a regular basis beyond their reading lessons. Therefore, all students at Sydney Russell School are expected to have a reading book as part of their school equipment. Students in Key Stage Three (Years 7-9) must have a school library book.

We also encourage parents to ask their child about their reading books and motivate them to read for at least 30 minutes a day- every day at home.

While students in Key Stage Four (Years 10-11) and Five (Years 12-13) will not follow the Key Stage Three reading lessons programme, they will be directed to complete wider reading tasks by their subject teachers when and where relevant and are encouraged to read texts beyond the syllabus to maintain a healthy reading routine. Please see below for further information.

Reading beyond the curriculum

At SRS, we encourage all students to establish a reading habit that will help to shape them into empathetic, well-rounded and life-long learners.

We have therefore curated a 'Recommended Reading List' that we think is ambitious and interesting and that reflects many of the texts that teachers have read and loved. The books referred to are listed in an order, starting with those that are easier and then building to more challenging reads (within each year group and across all year groups). Parents can use this list to explore with their child what they could read next and even set milestones for their reading at home.

The document outlines both the literature that is taught in the curriculum (labelled as 'core texts') and those that we suggest are read in students' own time. Teachers will not set the books from this list as something compulsory to read throughout the year – instead, the list should be seen as something that we hope students will engage with at their leisure and at their own pace. We hope students and parents find it valuable.

Read the full Recommended Reading resource from our website, here:

[SRS Recommended Reads 2026.docx](#)