

# Homework Strategy

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## 1 The purpose of homework

Properly designed homework, embedded in planned teaching and learning, can play a vital part in a student's education and prepare them for a lifetime of learning. One hour of homework a night represents a 20% increase in the taught learning during the school day. The setting of homework continues a practice already established in primary school and prepares students for directed and independent learning after they leave Carrington School.

Homework should:

- 1) Promote students' academic progress, their interest in and enjoyment of the subject;
- 2) Develop independent learning, thinking, research and problem-solving skills;
- 3) Prepare students for future lessons as part of the wider curriculum;
- 4) Link lessons to students' interests and the outside world;
- 5) Give parents and carers the opportunity to play a part in students' learning;
- 6) Promote literacy and numeracy; economic awareness and global citizenship;
- 7) Enable students to receive feedback to improve;
- 8) Help students to become confident individuals who are able to live safe, healthy and fulfilling lives and responsible citizens who make a positive contribution to society.

## 2 The key principles of setting homework

- Homework must be integrated with classwork and have clear curricular objectives which link the 'Big Picture'; schemes of work should indicate appropriate homework tasks and teachers should consider the needs of students with EAL, G&T and or SENd by ensuring homework is differentiated and has a 'ASTRA Challenge' extension activity.
- Homework may encourage independence, research or initiative (e.g. finding solutions to domestic problems, open ended investigations, self-assessment and evaluation); it may involve students in working with parents and other adults in the community (e.g. interview and discussion of adults' experiences).
- Homework will often utilise materials and resources in the environment outside school (eg. making observations of domestic activities, radio and television programmes)

## 3 The setting and practice of homework

- Homework is set at the appropriate part of a lesson, so that the teacher can emphasise its importance, lay out success criteria, justify the homework and link it into the lesson of the day or current topic.
- Deadlines should be set about a week ahead to allow time for setting, doing, handing in and marking the work, where possible should not be set the day before it is due in and all students should be given at least 48 hours to complete. Many students have evening activities that we want to encourage.
- Prompt and positive AfL marking gives homework a high status, guides students on how to improve their work and motivates students to complete it punctually.
- If a lesson is being covered and homework is due it should be set as part of the cover work and still placed on Arbor.
- Students without IT access at home or who have other problems with homework should be reminded of the existence of Betelgeuse Club and encouraged to attend. More information can be found [here](#)



## 4 Homework Guidelines

### KS3

TWO pieces per Cycle for core subjects

ONE piece per Cycle for Humanities, RE, MFL, DT and Art

Up to FIVE pieces per term for Computing, PD, PE, Music and Drama

### KS4

ONE piece of homework per WEEK per SUBJECT

## 5 Monitoring and Implementation of the Homework Strategy

This is essential for the effective running of the Homework Strategy.

- **Students:** should take care and pride in their homework and ensure that they meet the deadline set, contacting their teachers regarding any queries
- **Parents/Carers:** should support the strategy, and liaise with relevant teachers to provide updates or feedback
- **Tutors:** must frequently emphasise the importance of homework with their tutees and monitor Arbor regularly. They must support students with homework difficulties during tutor time. Tutors should report patterns of missing homework to the relevant Head of Department in the first instance or appropriate Subject Lead.
- **Directors of Learning and Subject Leads** to monitor setting of homework on Arbor as part of lesson observations, learning walks and Subject Leader reviews. In the case of a teacher's failure to follow this strategy, the Subject Leader must investigate, set targets for the teacher(s) concerned and check these have been met. In the case of parental or other concern a more detailed check will be required. Subject Leaders must inform the SLT Line Manager if a teacher has not met this standard and of what targets have been set. If necessary, compliance with the homework requirements can be made a Performance Management target.
- **Heads of Year:** to check Arbor regularly and should report patterns of missing homework to the relevant Head of department in the first instance or appropriate Subject Leader. They must support Tutors if there are ongoing issues with a student not completing homework.
- **Senior Leadership Team:** will support all Staff in implementing this strategy. They will respond to parental complaints vigorously.

