

THOMAS HARDYE SCHOOL

Homework Policy



Adopted By: Local Governing Body

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Statement of intent

The Thomas Hardy School has a reputation for academic excellence. Students get significantly better grades than would be expected from their starting points, and over half of our main-school students stay on to study in our Sixth Form.

Homework plays an important part in education and has numerous benefits – not only reinforcing and extending what students learn in school, but also teaching time-management, self-discipline and independence.

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

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

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.
- 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.
- Extend learning beyond the classroom.
- Give pupils further practice and a deeper understanding of skills, knowledge and concepts learned during the school day.

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 (2022) 'School inspection handbook'
- Ofsted (2022) 'School monitoring handbook'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Attendance and Absence Policy

2. Roles and responsibilities

The headteacher and governing board will be responsible for:

- Monitoring the effectiveness of this policy.
- Reviewing this policy regularly and making appropriate updates as required.
- Discussing with staff the extent to which this policy is being implemented.
- Providing parents with information about homework.
- Informing new parents about this policy.
- Monitoring the effectiveness of inclusivity and accessibility of homework.

Heads of departments will be responsible for:

- Ensuring all members of staff within their department are aware of the school's Homework Policy.

- Monitoring the effectiveness of this policy within their department and reporting their findings back to the headteacher.
- Answering any queries that teaching staff have regarding this policy and the school's practices.

Teachers will be responsible for:

- Planning and setting up a regular programme of homework for pupils.
- Providing an explanation of homework tasks and ensuring that all pupils understand the tasks they are set.
- 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.
- Assessing homework and giving feedback to pupils.
- Communicating with parents if there is a problem regarding homework.
- Being available to parents and pupils for a discussion about homework.
- Ensuring homework takes equal opportunities into account and that the needs of pupils with disabilities are considered.
- Rewarding quality work and praising pupils who regularly complete homework.

Parents will be responsible for:

- Supporting and encouraging their child with regards to completing homework.
- 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.
- 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 will be responsible for:

- Taking responsibility for their own learning and submitting completed work in a timely manner.
- Having a positive approach towards homework.
- 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 and 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. The school's approach to homework

The school understands that setting, marking and providing feedback on homework is a large contributor to the workload of teachers; therefore, heads of departments and teachers will ensure that homework is only set to positively impact pupils' progress.

Prior to homework being set, teachers will ask themselves, 'Why am I setting this homework?' and 'How will this homework be useful to the pupil?' If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the homework is necessary.

Homework will be uploaded to Classcharts where pupils and parents can view homework tasks, reducing printing costs and the number of lost homework sheets.

If a teacher has a query, their head of department will offer guidance and support regarding the school's procedures.

Teachers will explain the school's approach to homework to parents at the evening for new parents in July of each year.

Every term, students will be informed of what is expected of them with regards to homework. Pupils will receive homework on a regular basis which will be returned at the time and date as specified by the class teacher.

Each homework activity will be designed to take around 30 – 60 minutes, depending on the age of the pupil.

Pupils will always be given at least three school days from the date homework is set to the date it is due in.

Parents will be encouraged to take an interest in their child's homework and offer support if needed. If they have any queries, they should contact their child's teacher.

The amount of homework set for pupils will increase as they progress through their education.

4. Absences

If a pupil is absent from school due to illness or medical reasons, the school will not supply work for these periods.

If a pupil is absent for a long period of time, the teacher and the parents of the pupil will agree on what should be done and how much help should be provided.

Catch-up support will be provided to absent pupils upon their return to school.

Absences when homework is set and due will be managed in line with the school's Attendance and Absence Policy.

It is students' responsibility to request extensions for any homework set in their absence.

5. Pupils who fail to complete homework

All pupils will be expected to complete homework on time.

Teachers will keep records of pupils completing homework which are regularly checked.

If students are finding homework difficult, it is important they discuss this with their subject teacher before the homework is due so support can be arranged. Teachers will raise any concerns regarding the pupils' ability to complete homework with parents as appropriate.

Pupils who fail to complete homework will be sanctioned in line with the Behaviour Policy.

Feeding back on homework

Students should expect to get meaningful feedback on their homework, whether individually marked, as part of whole class feedback, verbal feedback or peer assessment.

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.

Where appropriate, the school will set adjusted or specific tasks for pupils with SEND as outlined in their individual education plans.

While pupils with SEND may benefit from differentiated tasks separate from the homework received by other pupils, they will also complete as much standard homework as possible.

Pupils with SEND will be supported in accordance with the school's SEND Policy.

7. Equal opportunities

The school will ensure that it provides the full range of opportunities for all pupils, regardless of gender, sex, disability, sexual orientation, ethnicity and social, cultural or religious background.

All pupils will have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability.

8. Monitoring and review

Any updates to this policy will be shared with parents, pupils and staff.

Appendix

Homework expectations at The Thomas Hardye School

Year 9

Art	1 hour homework x2 per half term. Teachers may also ask for a collection homework if relevant to the project. E.g. bring in card	Homework is marked in the back of the sketchbook. 2 project marks per year.
English	Fortnightly	If a learning homework, assessment will be by class quiz, test, or register check; Feedback will be formative; Verbal feedback will be given to students in lesson time.
Maths	Weekly, using homework booklet	Feedback fortnightly.
Drama	Once per half-term	
Design and Technology	Fortnightly Extended homework once a subject rotation	
Geography	Every 2 – 3 weeks End of unit test, approx. Every 10 weeks	
Modern Foreign Languages	2-3 times each fortnight.	Self-/peer-assessment in class, testing, self-marking online activities, teacher assessed. Any homework set will be checked, corrected and fed back in some way. Books will be taken in and checked at least twice per half term. After end of module assessments there will be feedback in class.
Maths	Weekly, in homework booklet	Feedback fortnightly.
Science	3 per HT in each subject plus revision for end of topic tests	Mostly online so self-marking (Seneca) but if written/creative then marked and added to folders with whole class feedback
Theology and Ethics	Fortnightly	Students complete work in homework booklets which are checked in lessons by their class teacher

Key Stage 4

Art	1 hour homework x2 per half term. Teachers may also ask for a collection homework if relevant to the project. E.g. bring in card	1 hour homework x3 per half term. Teachers may also ask for a collection homework if relevant to the project. E.g. bring in card
Business and Economics	Weekly	Written feedback should identify what has been done well as well as outlining an appropriate

		action for the student to take in order to improve. Where appropriate, GCSE grades to be given for work such as past exam questions or essays.
English	Weekly	If a learning homework, assessment will be by class quiz, test, or register check; Completion and understanding of wider reading is assessed through follow up tasks; If homework is written, feedback will be formative in line with exam criteria.
Drama	Fortnightly	Either written a written task or minimum one hour of rehearsal time
Design and Technology	Fortnightly	
Geography	Weekly	
Maths	Weekly	
Modern Foreign Languages	Set 2-3 times per fortnight.	Self-/peer-assessment in class, testing, self-marking online activities, teacher assessed. Any homework set will be checked, corrected and fed back in some way. Books will be taken in and checked at least twice per half term. After end of module assessments there will be feedback in class. All written assessment tasks will be returned with written feedback using GCSE mark schemes.
Music	Weekly Vocab aquisition and instrumental practice. Half-termly essay additional to the weekly practice.	
Science	3 per HT in each subject plus revision for end of topic tests	Mostly online so self-marking (Seneca) but if written/creative then marked and added to folders with whole class feedback
Theology and Ethics	Fortnightly	Students complete work in homework booklets which are checked in lessons by their class teacher