

THE MAELOR SCHOOL



Homework Policy

Committee Responsible	Standards
Policy Author	KGS
Issue date	July 2025
Review date	July 2028



Homework Policy

1. Introduction

1.1 Homework is an integral part of education in that it:

- Promotes students' self-discipline and personal responsibility for learning and organisation.
- Reinforces work started in class, extending knowledge and understanding.
- Gives opportunities to practice and develop skills.
- Allows parents to become involved in their child's learning.
- Is valuable in ensuring students' progress and raising achievement.

2. Amount of Homework

2.1 The amount of time spent on each homework task is flexible but will fall within the following guidelines (as set by government). This is not an expectation of the amount of homework which will be set each day or week:

	Per Subject	Per Evening
Years 7 and 8	15 - 30 mins	45 mins - 1.5 hours
Years 9, 10, and 11	40 - 50 mins	1.5hrs - 2 hrs

3. The role of parents in supporting their child

3.1 Parents are encouraged to:

- Provide a peaceful place in which their child can do their homework, or encourage them to attend homework and study support clubs.
- Make it clear to their child that they value homework.
- Encourage their child and praise them when they have completed homework.
- Expect deadlines to be met and check that they are.
- Check Google Classroom alongside their child to ensure deadlines are met and work is completed.

3.2 Parental involvement in the successful implementation of the homework policy will be further encouraged by:

- Publicity material made available at Parent & Carer Information Evenings.
- Raising the issue at Parents 'Evenings arranged for parents and carers throughout the academic year.
- Contact with the parents of specific pupils where the completion of homework is a concern.



4. The planning & nature of homework tasks

4.1 Homework tasks should:

- Be relevant, meaningful and set for a purpose
- Not be used regularly for “finishing off” class work. This places a heavy burden on some students and too light a demand on others
- Be differentiated on the basis of prior assessment to provide an equal and appropriate challenge for students of differing abilities
- Be manageable for pupils in terms of time and resources
- Be explained clearly to students so that they know what they need to do and how the work will be assessed
- Be manageable for staff in terms of marking
- Be varied
- Prepare pupils for the independence required in exam preparation in upper years.

Suggestions include:

Problem-solving to test understanding of class work
Questions to review class work
Preparation for forthcoming lessons (flipped learning)
Research to find additional information
Learning factual information
Composition work
Drawing and designing
Reading
Project or coursework

5. Additional Learning Needs

5.1 For ALN students homework tasks should be differentiated and balanced, to allow them to share fully in the work of the class and cater for their individual learning needs.

5.2 Homework should not be seen as an attempt to allow ALN students to catch up with the rest of the class.

5.3 Prior liaison with the ALNCO should aim to ensure that tasks are manageable and skill practice incorporated.

5.4 Tasks should be varied, have a clear focus and time-guideline and give ALN students plenty of opportunities to succeed.



6. The recording & monitoring of homework

6.1 Departmental Policy Statements and Schemes of Work must reflect the School's Homework Policy and procedures. Departmental strategies should be agreed and reviewed regularly to ensure effective setting, recording, marking and monitoring of homework.

6.2 All homework will be set via Google Classroom, with a meaningful and realistic deadline set. Resources needed to complete the homework can also be posted onto the Google Classroom. Time should be set aside to show this to pupils, and explain the task, during each lesson. Students with ALN must, where appropriate, be given extra help in understanding the homework.

6.3 Parents are expected to check and discuss their child's homework with them each week.

6.4 Form tutors should check homework completion and concerns with their tutees on a weekly basis. If they discover any significant issues, these should be raised with the Head of Year and Subject Teacher as appropriate.

6.5 Subject Teachers must keep a written record of homework set and should monitor the completion of homework tasks by recording their completion either electronically, or in their teacher record books.

6.6 Subject Leaders should support teachers in the setting of appropriate tasks across the department, and should monitor the completion of homework, ensuring that valid tasks are being set which add value to the pupil's learning experience and do not place an unnecessary burden on either the pupil or the teacher.

7. Feedback to students

7.1 Effective and prompt feedback is fundamental in helping students to progress. In the majority of cases, homework should contribute to the Retrieval Practice element at the start of the next lesson, and pupils will receive verbal feedback on their progress.

7.2 On occasion, student self and peer evaluation exercises will be used in the lesson to provide feedback about the homework task, and the use of model answers can be extremely beneficial to aid students' understanding.

7.3 Some subject areas will set electronic homework via Google Classroom which provide immediate feedback to the pupil about their performance, and which answers they have got correct. These programmes then give the teacher a score which they will record and track.



7.4 Success and self-discipline in the completion of homework tasks should be rewarded and student self-esteem raised. Suggestions include:

- The use of the reward system
- The use of departmental certificates and postcards
- Verbal praise to individuals and groups
- Students' work displayed in classrooms and corridors
- Recording achievements on the school Bromcom system

8. Strategies for supporting the completion of homework

8.1 The primary aim is to develop students independent study skills and prepare them for the rigour of exam revision periods in upper school, and the demands of higher and further education, and the world of work beyond.

8.2 If students fail to submit or complete homework this must be recorded by subject staff on the school Bromcom system. Providing that there are no extenuating circumstances, students must complete the set work independently or within a subject/department detention.

8.3 Failure to complete a number of pieces of homework within a half term will result in a teacher led detention.

8.4 Further failure to complete homework will result in referral to the relevant Subject Leader and the student being placed in subject detention, where, if appropriate, the task will be completed. It is the responsibility of the subject teacher to supply work.

8.5 A further referral to the Subject Leader will result in contact being made with parents and the Head of Year outlining the nature of the problem and an intention to place the student on homework report. The co-operation of the parents is requested at this stage.



9. Guidelines for homework in Years 12 & 13

9.1 Purpose: For students following post-16 courses homework is a vital part of the course/content and must be planned as part of the scheme of work.

9.2 Students must be encouraged to take responsibility for their own learning and personal organisation and may wish to purchase their own diary or use an app to aid with this.

9.3 Subject teachers record and monitor completion of all homework tasks and will discuss any failure to complete homework with the student initially and may then contact parents if the issue persists. Ultimately, failure to complete independent homework at this level may result in much lower outcomes for the student than expected.

9.4 Structured homework tasks must relate to the assessment criteria and be geared towards examination or coursework requirements. Homework will be marked with an 'A' level or vocational grade where appropriate and a clear indication of how far the student is from the next highest grade and how to achieve it.

9.5 Self-organised study, such as reading and revision, must be highlighted as vital at the start of each course. Guidance must be provided regularly to help students with these tasks and set texts may be signposted to students for them to read at home.

9.6 For A-level and AS-level courses subject areas should set a minimum of 2 hours formal homework per week, with an additional 1 hour allocated to student organised study within school time.

9.7 Vocational homework must be set in line with coursework requirements.

9.8 The setting of homework tasks must be co-ordinated within subject areas to ensure that the amount set is both adequate and realistic.

9.9 Guidelines to students are that they should not commit themselves to part-time employment occupying more than 7 hours per week.