

# Homework Policy

## 1. Purpose

Homework is an essential extension of classroom learning. It is designed to:

- Reinforce and consolidate learning from lessons
- Develop independent study habits and resilience
- Provide meaningful practice in literacy and numeracy
- Prepare students for future learning
- Encourage responsibility and time management

Homework must be purposeful, achievable, and clearly linked to curriculum intent. It should never be set as a token task.

## 2. Principles

All homework set in this school will be:

- Meaningful – aligned to current learning objectives
- Proportionate – appropriate to age and workload
- Accessible – instructions are clear and resources provided
- Feedback-informed – staff review and respond to homework to support progress
- Consistent – expectations are predictable across year groups and subject areas

Homework must either:

- Prepare for upcoming learning
- Extend understanding
- Support retrieval, memory and metacognition

Build on the principles of our whole school CCT programme

## 3. Homework Platform

All homework will be set via Microsoft Teams, where possible, using platforms such as Seneca, Dr Frost, Spellzone or Oak Academy

Expectations:



Peterchurch, Herefordshire, HR2 0SG | 01981 550231 | admin@fairfield.hereford.sch.uk | Head Teacher: Mr Paul Jennings

- Tasks must include clear instructions and deadlines which are accessible to all – including PP, EAL and students with SEND – it could well be more effective to set work on paper for these students
- Submission routes and dates must be explicit
- Supporting materials should be attached where necessary

Students are responsible for checking Teams daily

#### **4. Homework Expectations by Key Stage**

All subjects are expected to set no more than one meaningful homework task per timetable cycle, or for every six lessons taught. For example, a subject that is taught for one lesson per week would set a homework every six weeks, whereas a subject which has three lessons per week would set once per fortnight. This should be seen as the maximum and not minimum. Sometimes, it may not be relevant to the priorities in section 2 to set homework.

Creative and practical subjects may set extended homework projects. These should be clearly structured with milestones communicated in advance, with clear objectives and outcomes.

##### **Key Stage 3**

- Focus: skill practice, retrieval, reading, numeracy fluency, oracy and revision skills
- Emphasis on building routine and independence

Students should spend no more than 20 minutes per homework task

##### **Key Stage 4**

- Focus: exam preparation and/or revision
- Increasing independence and accountability

Students should spend no more than 30 minutes per homework task

#### **5. Homework Scheduling Principles**

To support routine, reduce overload, and allow sufficient completion time, homework scheduling follows these principles:

Deadlines should allow students adequate planning time

Homework will be set with at least a week's notice for submission, with a weekend between the set date and the submission deadline.

## 6. Feedback Expectations

Homework must inform teaching and learning.

Staff will:

- Review homework for completion and quality
- Ensure that students receive appropriate feedback, either from the teacher or from the online platform on which the homework is completed.
- Misconceptions should be addressed in subsequent lessons, which may include whole class feedback if the issues are general

Feedback should guide improvement, not simply confirm completion.

## 7. Non-Completion Procedures

Homework expectations are part of our learning culture, and responses are designed to distinguish between lack of understanding and lack of engagement.

If homework is not successfully completed:

Where a student **has attempted the homework but struggled**:

1. Teacher records the incident on Arbor
2. Student attends a **Homework Intervention Session** to receive support and complete or improve the work

Intervention sessions are supportive and focused on closing learning gaps.

Where a student has **not attempted the homework** :

1. Teacher records non-completion as an incident on Arbor
2. Student is issued a **Homework Detention**, with their teacher, on Arbor to complete the task

Detentions reinforce accountability and expectations around effort and responsibility.

Persistent concerns will involve parental contact or pastoral escalation.

## 8. Homework Support Sessions and Detentions

To promote equity and success:

- Scheduled homework support sessions will be available at lunchtime, 3 times per week
- Sessions provide quiet working space and targeted guidance

Peterchurch, Herefordshire, HR2 0SG | 01981 550231 | admin@fairfield.hereford.sch.uk | Head Teacher: Mr Paul Jennings

- Support sessions will be staffed by Learning Support Assistants (LSAs) to support students who have attempted homework but require help to complete or improve it
  - Students may attend voluntarily or be directed following identified need
- These sessions are designed to remove barriers and strengthen learning, not punish students.  
House points will be awarded for attendance at support sessions

Homework detentions, by contrast, are staffed by the class teacher and focus on accountability and completion where homework has not been attempted or expectations have not been met repeatedly. Teachers will ensure that they support completion of homework at these sessions. Negative behaviour points will be issued for failure to attempt homework.

## 9. Roles and Responsibilities

### Teachers

- Set meaningful homework via Teams
- Ensure clarity of instructions
- Monitor completion and ensure that feedback is provided
- Follow non-completion procedures consistently

### Students

- Check Teams daily
- Complete homework on time
- Seek help if needed, before the completion date

### Parents/Carers

- Encourage routines
- Support independent completion
- Communicate concerns with staff

### Leadership

- Monitor consistency and workload
- Ensure support structures are effective

## 10. Monitoring and Review

Homework practices will be reviewed termly, by Heads of Faculty and feedback to SLT through:

- Staff feedback
- Student voice
- Completion data



Peterchurch, Herefordshire, HR2 0SG | 01981 550231 | admin@fairfield.hereford.sch.uk | Head Teacher: Mr Paul Jennings  
- Learning impact

Adjustments will ensure homework remains purposeful and manageable.

## 11. Guiding Principle

**Homework should build confidence, deepen learning, and develop independence — not overwhelm students. Consistency, clarity, and meaningful design are central to success.**