

Policy:

Homework Policy

Approval:

Headteacher

Date:

June 2025

Review:

Summer 2026



**CHELtenham
BOURNside
SCHOOL**

Policies

Contents

1. Aims	2
2. Purpose.....	2
3. Arrangements for setting of homework	2
4. Responsibilities.....	3

1. Aims

This policy provides a coherent framework to all departments for the development of homework as part of a rich and well-planned curriculum for students of all ages and abilities.

The impact of homework on learning is consistently positive, leading to an average five months' additional progress. However, beneath this average there is a wide variation in potential impact, suggesting that how homework is set is likely to be very important (EEF Toolkit Sept 2018).

2. Purpose

2.1 Homework refers to any tasks given to students by their teachers to be completed outside of usual lesson time.

Homework has several purposes, these include:

- Increasing the rate of student progress
- Improving student attainment
- Developing independent learning skills and responsibility
- Providing practice for students in planning and organising time
- Preparing students for new learning which has not yet been taught
- Instilling the importance of life-long learning
- Deepening student subject knowledge
- Promoting reflection on learning within lessons.

3. Arrangements for setting of homework

The setting and recording of homework

- All homework is set using ClassCharts which students, parents/carers and staff can all access using the ClassCharts app and website.
- Classcharts will clearly state when the homework was set, when the homework is due, and the location of any information needed to complete the homework.
- Problems accessing Classcharts should be directed to the school IT Department
- Classcharts may refer students to a number of online platforms to support the setting of homework e.g. Showbie for resources, GCSEPod, and SPARX Maths. Any information needed to access these sites will be provided by teachers when required.

3.1 At Key Stage 3

- Homework is set once every 3 lessons for each subject and totals approximately 3 hours per week. The only subjects that do not set homework are PE, Dance and Education for Life.
- Each homework will last no longer than 20 minutes each except for Maths and Science where the students will complete 30 minutes of SPARX Maths and Science homework per week

- The homework set will not always be the same for each class, as teachers will set homework that will maximise the learning for their class. The homework will always follow / link to the subject learning journey.
- Teachers will respond to pupil homework in one of three ways. Written feedback to the pupil, use the homework in lesson, or use the homework as an assessment
- In addition to subject homework, students will read at least ten minutes a day.

3.2 At Key Stage 4

- Students should expect homework tasks lasting 30 minutes to 1 hour for each subject they study at GCSE. The only subjects that will not set homework will be Religion and World Views and Education for Life as these are non-examined subjects.
- English, Science and Mathematics homework is set weekly.
- Option subjects set homework at least every two weeks.
- Students should expect a variety of homework and independent learning tasks, including flipped learning (learning something themselves that they have not yet learned in class.
- The homework set will not always be the same for each class, as teachers will set homework that will maximise the learning for their class. The homework will always follow / link to the subject learning journey.

3.3 At Key Stage 5

- Students should expect a variety of homework and independent learning tasks across all of their subjects in the Sixth Form
- As part of their individual 16-19 study programme, students are given directed private study periods across their timetable which they are expected to use to full effect by supplementing their classwork with extensive independent research and consolidation
- Students should also utilise private study to organise their course notes and related study tasks
- A further expectation is that any work not completed as part of directed private study time is completed at home, ensuring that all deadlines are met in every subject area
- Homework is set using ClassCharts.
- The homework set will not always be the same for each class, as teachers will set homework that will maximise the learning for their class. The homework will always follow / link to the subject learning journey.

4. Responsibilities

4.1 School's responsibilities

- The subject teacher is responsible for setting and marking appropriate homework tasks, keeping a record for reporting purposes, and rewarding or sanctioning in line with the schools Behaviour Policy
- Heads of Department are responsible for ensuring that all teachers in their department are setting and marking appropriate homework in line with school expectations.
- The school and its staff will ensure that reasonable adjustments are made in the setting of homework to ensure that students and parents with protected characteristics are supported to complete homework tasks.
- The school will support staff members with protected characteristics to comply with the school's homework policy. Support will typically be at a department level and may include: varying expectations for the marking of homework; allowing pupils to self-mark

homework; allowing homework to take unusual forms (such as oral or visual) that may be easier for a staff member to work with.

4.2 The role of parents/carers

Learning is a partnership between home and school. All parents/carers are encouraged to:

- support students with their homework and encourage them to meet homework deadlines
- download the ClassCharts app and ensure that homework is completed to the best of the students ability.
- provide a reasonable place where students can work, or encourage them to make use of the school's facilities such as the Library or Homework Club
- support the school by valuing homework set, by speaking respectfully about teachers in front of the students, and by explaining how it can help the student to progress.

4.3 Student's responsibilities

Students are expected to:

- ensure that homework is completed and submitted by the deadline
- catch up if away from school – being absent on the day homework is set or due in is not an excuse for not doing it
- attempt all homework to the best of their abilities
- seek help from the subject teacher with any difficulties ahead of the deadline
- make use of the Library and/or Homework Club to complete homework as required.

4.4 Concerns over homework

Initial concerns about homework will be resolved by the student discussing the problem with the classroom teacher before the hand in date.

If parents/carers have questions or wish to raise concerns about homework these can be sent to the teacher who set the homework. If the parents/carers do not feel their question has been answered they should contact the Head of Department.

If a parent/carer feels a question has not been answered after speaking to the Head of Department they should contact the Deputy Head with responsibility for Curriculum

Questions about homework may include

- Ability of pupils to complete homework due to difficulty level
- Ability of pupils to meet a given deadline
- Ability of students to complete homework due to a protected characteristic

Annex 1

Policy questions

There are four key Equality and Diversity questions that must be addressed prior to releasing school policies are as follows:

1. Can we demonstrate that the effects of this policy on pupils and employees with protected characteristics has been assessed?

This has been assessed and a clause added to section 4.1.

2. Does this policy make it clear how complaints about this policy in relation to protected characteristics can be raised?

See section 4.4: Concerns over homework

3. Have we considered what adjustments would be needed to minimise any negative effects on those with protected characteristics?

There is a very wide range of adjustments that could be applied; these are not listed in this policy but the need for adjustments is alluded to in section 4.4

4. If the policy is likely to impact those with protected characteristics, have we sought their views before approving this policy?