

Homework Policy
West Craven High School



Approved by: Mrs L Parkinson
Assistant Principal

Last reviewed on: September 2026

Next review due by: September 2027

The teacher standards from 2012 require teachers to:

- **set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.**

At West Craven High School, we believe that homework is important in raising student achievement and value its role in encouraging all students to become responsible and independent learners. The main purpose of homework is to consolidate and extend learning as well as provide opportunities for students to prepare for new learning.

As a school we will:

- Set homework in accordance with the homework principles.
- Set homework which is appropriately challenging, and which may differentiate through task as well as by outcome.
- Vary the type of task set to allow for individual initiative and the development of good independent study skills.
- Set homework carefully and clearly, ensuring that clear instructions and success criteria are published on Class Charts.
- Make clear the aims, objectives and the assessment/success criteria for homework.
- Provide feedback on the homework in line with the school's marking, assessment, and feedback policy. (This includes marking and returning work as soon as possible, providing formative written and verbal feedback).
- Ensure that there are systems in place which will support students in completing homework satisfactorily and on time (e.g. publishing on Class Charts, mentoring, help with study skills).

Homework will be set for all students via a web-based programme called 'Class Charts.' Students and parents can log on and instantly access the tasks that are required to be done. Homework will be set to guidelines, rather than a rigid timetable.

Just as work in lessons is designed to meet the needs of all students in terms of differentiation and challenge, the same should apply to homework. It is important that students of all abilities experience homework which reflects their ability. Attention should be given to ensure homework stretches the most able students appropriately. Staff should also be sensitive in relation to disadvantaged students having access to resources required, such as internet access or specific learning resources, to remove any barriers to homework completion.

Each homework task set must be acknowledged and receive timely feedback. Extended homework tasks or projects must be structured into separate tasks that receive individual acknowledgement and feedback in line with the frequency for set out in this policy. This could be:

- Teacher assessed and returned to the student for improvements (green pen)
- Teacher assessed and returned electronically via Class Charts
- Automatically assessed with feedback via an app such as Microsoft Forms
- Structured peer-assessment in lesson (green pen)
- Structured self-assessment in lesson (green pen)
- Used as part of the lesson e.g. homework utilised in a starter task

Arrangements for setting homework

Homework is set according to a homework timetable. This is published at the start of the year and shared with all students and parents. This allows students and parents to know what homework to expect each night of the week.

Each homework task for Key Stage 3 students should take between 20 and 30 minutes to complete.

In Key Stage 4, students should expect a minimum of 60 minutes of homework per week for each GCSE

Roles and Responsibilities

The Head of Curriculum will ensure that homework is:

- an integral part of the curriculum and is planned and prepared alongside all other programmes of learning
- appropriate to the age, ability and circumstances of the students considering special educational needs
- coordinated to be manageable for children
- informed by DfE (Department for Education) guidance about time commitments

Subject Teachers will ensure that:

- homework is marked in line with guidance and agreed standards
- tasks are differentiated and well structured
- students understand the purpose of the homework tasks
- it is clear to students how their homework consolidates and extends the work they are doing in school
- homework is completed satisfactorily and on time
- any homework set is recorded on 'Class charts '
- homework submissions and feedback are recorded on 'Class Charts.'

Students will:

- access 'Class Charts,' and submit work set on time
- students will demonstrate a commitment to spending an allocated time

will be aware that it is an integral part of their learning journey

Parents will:

- encourage and monitor homework
- review tasks set and records of completion on 'Class charts'
- inform their child's subject teacher if an issue arises

Incentives:

High-quality homework and a good work ethic should be sensitively praised in class. Where appropriate, homework should be included in display work.

ASPIRE (Ambition, Supportive, Positivity, Independence, Resilience and Equality) points should be awarded on class charts and letters/postcards home may be awarded for good homework. In addition, staff can nominate students for a principal's award for excellent homework.

Sanctions:

Class teacher level:

Sanctions should be in place by the class teacher for homework which is not completed and handed in. Staff should use their professional judgement whether to grant extensions where there are mitigating circumstances. Non-completion of homework will be recorded as a negative point on class charts. These points will accrue as part of the general behaviour system and therefore may feed into students being monitored on report. Class teachers may decide to issue a sanction of their own. Communication with parents is essential to ensure they are informed and can also support at home, especially if homework is becoming a persistent problem.

Head of Curriculum level:

Class teacher should inform their Head of Curriculum if they have students repeatedly not completing homework. The Head of Curriculum will decide how best to respond. This could include speaking to the student, a phone call home, curriculum detention, a letter home etc.

Pastoral level:

Form tutors are encouraged to discuss homework completion with students and where a student has reached the threshold for a form tutor report, may include completion of homework as one of the targets.

Use of Class Charts

- Class Charts should be used to record all homework set. It is possible to 'recycle' homework which has been previously set, or to set homework simultaneously for more than one class. However, the principle of ensuring homework matches the needs of students should be followed.

- Class charts should be used by all teachers to record whether homework was submitted on time.
- Comments can be added as feedback on class charts if staff wish – these will be visible to student and parent.
- Positive points can be awarded from the homework submission page to those students who have completed work to a good standard.

Monitoring homework:

Heads of Curriculum should monitor the setting of homework through their quality assurance procedures to ensure this is being set in accordance with this policy. This should include records from Class Charts as well as scrutiny of students' work.

Homework will be monitored as part of whole school self-evaluation and Curriculum reviews. This will include analysis of Class Charts work scrutiny and student voice.