



LANGTREE SCHOOL TRUSTEES' HOMEWORK POLICY

LANGTREE SCHOOL ACADEMY TRUST COMPANY
AN EXEMPT CHARITY LIMITED BY GUARANTEE
COMPANY NUMBER 7980335

In this policy as in all documents of The Langtree School Academy Trust Company ("TLSATC") any reference to Langtree School, School, trustees of Langtree School or Trustees of Langtree School Academy Trust Company is a reference to The Board of Directors of The Langtree School Academy Trust Company and any reference to the Head Teacher of Langtree School is a reference to the Chief Executive Officer of TLSATC.

STATUS:			
RECOMMENDED	✓	STATUTORY	
REVIEW FREQUENCY		3 YEARS	
DATE OF POLICY	JUNE 2025		
REVIEW DUE	JUNE 2028		
EXECUTIVE LEAD		Charlotte Davies	
COMMITTEE		Curriculum and Standards	
Signed: Chair of trustees			

Rationale

Homework is important in:

- reinforcing positive attitudes to school work and promoting a responsibility for learning within each student;
- encouraging and developing self-organisation, self-discipline and independent learning
- reinforcing, broadening and extending the school curriculum; giving every student the opportunity to fulfil their potential;
- providing opportunities for teachers to assess students' progress and to maintain a dialogue with the student about their learning;
- reinforcing knowledge and skills, consolidating class learning or preparing students for future learning in class;
- developing the home/school partnership; opening channels for parent/teacher dialogue;
- preparing students for life opportunities and experiences.

Principles

- Students must take full responsibility for their homework and should be supported by their parents/carers.
- Homework should be issued in appropriate quantities, and completion dates should be both clear and reasonable.
- Homework should be a carefully planned and an integral part of schemes of work or cross-curricular projects.
- Homework should match the needs and abilities of students.
- Homework should promote opportunities for consolidating learning and previewing future learning.
- Homework can relate to current work, or be used to review prior learning or prepare for future topics.
- Homework should be stimulating and challenging.
- Students should be adequately prepared for the completion of tasks set; they should know the purpose and success criteria/expectations.
- Homework should involve all members of each year group.
- Homework should not be restricted to certain subject areas. It should reflect the breadth and balance of the curriculum.

Accountability

AHT teaching and learning will work with SLT & TLs to ensure that:

- the policy is implemented purposefully and fairly;
- the setting and quality of homework is evaluated to ensure effective implementation and consistency across the school;
- concerns raised about homework from staff, parents and students are responded to promptly and discussed with relevant staff;
- the impact of homework is discussed with Team Leaders as necessary through the line-management structure;
- parents are fully informed of Satchel and encouraged to engage in using the platform.

Team leaders will work with their departments to ensure that:

- there is clear department guidance on the setting, monitoring and assessing of homework, specific to the needs of the department but within the framework of this policy;
- the setting and quality of homework within their department is monitored to ensure consistency and effective implementation;
- homework forms an integral part of curriculum planning;
- staff receive appropriate training and guidance to set homework which is 'best practice' within each subject.

Subject Teachers will ensure that:

- students understand the purpose of the homework tasks;
- it is clear to students how their homework consolidates and extends their learning;
- tasks are differentiated where appropriate;
- homework is marked in line with department guidance and agreed standards;
- homework is set regularly in accordance with the agreed frequency and duration;
- homework is completed satisfactorily (leading to learning and progress);
- homework is handed in on time;
- any homework set is recorded on Satchel;
- homework submissions are, as appropriate, recorded on Satchel;
- homework is related to current work, reviews prior learning or prepares students for future learning.

Frequency and Duration of Homework

Each department will publish guidance on the amount of homework students are expected to complete in their subject per two-week cycle. This may be set as one larger task or a number of smaller tasks. As an overview:

- At KS3, students will be set approximately 25 - 45 minutes of homework per subject over a two-week timetable cycle, with an increased expectation going from year 7 to yr 9.
- At KS4, students will be set approximately 60 - 90 minutes of homework over a two-week timetable cycle per GCSE subject.
- Teachers will allow reasonable time between issue date and deadline, and avoid setting a deadline within 24 hours, including over weekends.

- Where a subject sets an extended task over several weeks, the expectation will be that the student will spend an average time per week as stated above. The department issuing the homework will be expected to give further guidance to students to enable them to break the extended task into smaller parts.
- Some subjects with a single lesson a week may set homework less frequently or chose not to set homework at KS3.
- Time to be spent on homework is made explicit to students.

Types of homework

Homework tasks should be set to reflect ongoing learning across the curriculum or to support retrieval and practice of previously taught knowledge and skills.

Homework can take the form of :

- a specific self-contained project, exercise or task, based on previous class work;
- further practice of tasks undertaken in class and designed to reinforce what has been learned;
- knowledge building, including reviewing, and, if appropriate, memorising what has been learned in class;
- guided reading or research in preparation for a lesson;
- follow-up work to assessment, ensuring that the student applies feedback;
- a planned, timed extended task or project spanning several weeks;
- researching at home or in libraries using a variety of sources including ICT;
- revising and preparing for tests / examinations;
- quizzes and interactive learning online;
- literacy-based skills to support learning in a specific subject, and more broadly across the curriculum.

But this list is not exhaustive.

Recommended headings for department guidance

- Department expectations/purpose in setting homework.
- Types of homework (anything specific or common to your department, for example, certain resources/online websites).
- Student, parent, teacher roles/responsibilities (clarification of anything specific beyond those in policy EG: what to do if...how to approach....).
- Timing and frequency - within this framework.
- Monitoring.
- Any possible timetable or chart of homework topics.
- Examples of best practice - [this is a summary of research](#).

Links with other documents

- Home School Agreement

Appendix A - Department Guidance

Department (Click Link to view Department Guidance)	Independent Learning Tasks
English	Reading (20 minutes four times per week) Or, select an enrichment task from the unit cover sheets.
Maths	MyMaths Lesson Reviews
Science	Create an Educake quiz based upon your current topic
Geography	
History	Enrichment activities as detailed on Satchel
Languages	Duolingo Quizlet BBC bitesize KS3
PE	Run (or other exercise) 1 hour per week Complete an online exercise class (e.g. Joe Wicks)
DT/Product Design	
Food Technology	
Art	Observational drawing practice (e.g. everyday objects/people)
Music	Listen to music from different styles and genres. including watching concerts. Students learning an instrument should maintain their practice, and others may wish to use online tutorials to gain skills.
Drama	Log in to the National Theatre and watch theatre as suggested in the enrichment document
Computing	Typing club Idea Python (Codecademy)