



Allerton Grange School

Homework Policy

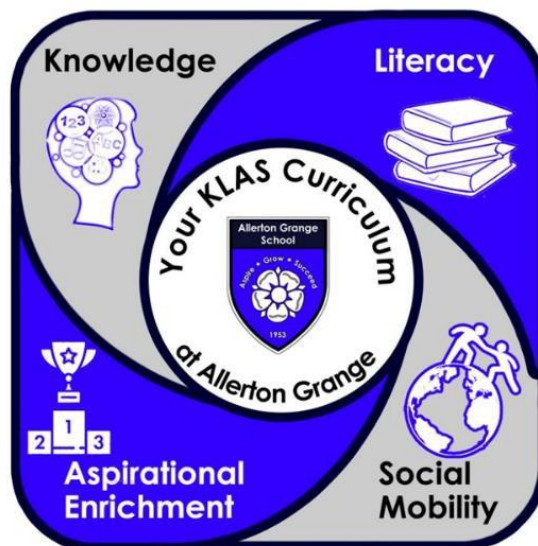
Designated Lead: Kate Moore, Acting Deputy Headteacher

Reviewed Spring 2025

Review cycle: 3 years

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Allerton Grange Curriculum Vision
Our 'KLAS cornerstones'



Knowledge - Know more

Literacy - Understand more

Aspirational Enrichment - Experience more

Social Mobility - Access more



Aspire, Grow, Succeed

At Allerton Grange we are committed to:

- Working together to achieve our full potential
- Celebrating our diverse school community and fostering tolerance and respect for all
- Developing active citizens within the school community and beyond
- Developing confident, creative and independent learners

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The Principles behind the Homework Policy

At Allerton Grange School, we believe that rigorous homework has the ability to improve the knowledge and understanding of all students.

We set homework that fits into one of the following three categories:

- 1) Learning, consolidating and embedding. Knowledge organisers, booklets and online resources used to support self-quizzing. Key substantive knowledge and subject-specific vocabulary needs to be learnt and memorised by students.
- 2) Reading and comprehension. Additional reading practice and access to challenging texts is essential and will be supported and checked via formative assessment.
- 3) Application and practice. Completion of work started in class and additional tasks that deepen understanding and widen areas of interest.

1. Improving Student Performance through Effective Homework

1.1 The aim of effective and meaningful homework is as follows:

- To allow practice and consolidation of the learning done in class;
- Low-stakes testing. Knowledge organisers will be used for most homework. This will involve either self-quizzing in practice books or tasks directly linked to the knowledge organiser.
- To extend learning from the lesson, e.g. the completion of past exam questions;
- To embed key subject content in long term memory, e.g. the learning of key Tier 2 vocabulary and subject-specific spellings as part of 'Words Matter';
- To engage in wider reading and research in preparation for future learning;
- To allow students to gain and practise the knowledge and skills that they will be required to reproduce in future assessments and examinations;
- To give students dedicated time to reflect upon learning, correct mistakes and act on feedback to make improvements;
- To develop study skills such as independence, self-discipline, time management and working to deadlines;
- To encourage students to take pride in their learning and focus on high standards of presentation.

2. Marking and Feedback of homework

- 2.1 All homework set will be monitored by teachers. Teachers should record the homework on Teams and ensure that students write it in planners.
- 2.2 Homework can be peer-assessed, self-assessed or marked by the teacher.
- 2.3 Marking will be in line with the objectives of the task given.
- 2.4 Homework will form part of the attitude to learning grade given to students in their reports.

3. Student homework logging

- 3.1 All students in KS3 and 4 should check Classcharts daily and mark homework as completed once it is done.
- 3.2 Form and subject teachers should systematically check that students are accessing homework set and support students who may struggle to do so. Teachers should also check that students understand the tasks given.

3.3 Students can attend after-school homework clubs to help them complete homework tasks. Computers can be accessed in the library and in pod areas throughout the day for students who do not have computer access at home.

4. Implementation of the homework policy

4.1 Teachers and teaching assistants will ensure that each task is purposeful and meets the learning objectives of the lesson.

4.2 The role of the Class Teacher:

- To set purposeful homework in accordance with the school principles.
- To give full and comprehensive instructions for completion.
- To ensure appropriate resources are available and uploaded onto Classcharts.
- To set deadlines for completed work and ensure that they are met.
- To provide feedback.

4.3 The role of the faculty/Curriculum Leader:

- To monitor the quality and quantity of homework set and ensure that marking of homework tasks is carried out in line with the school's feedback principles.

5. Failure to complete homework or homework that is substandard

5.1 If homework is not completed by the deadline, and the student does not have an acceptable reason for not completing the work, the teacher should record this as a behaviour point on SIMs. If a student fails to complete five homework tasks in a half-term, they will spend a day in isolation.

5.2 If homework is not of a good enough standard, the teacher should explain this to the student by, if possible, showing them an example of good work and how to approach the task.

5.3 On a knowledge organiser test, the pass mark is 50%. However, if students can present evidence that they have completed some 'self-quizzing' using the look, cover, write, check, correct, method, they will not receive a behavior point. The self-quizzing should mean they have practised writing the relevant sections of the knowledge organiser more than once and made corrections with their green pens.

6. Setting homework for students

6.1 It is expected that students will complete homework to a high standard in relation to their age and ability.

6.2 When setting homework for students, teachers should make sure that the work set is appropriate and that all groups of students can access it, specifically considering SEND and disadvantaged students. Teacher should also ensure that the work is not too easy. Any attached documents should be in standard format e.g. docx, pdf.

6.3 Due to the makeup of the timetable, the work set from subjects will vary in amount and nature. Sufficient time should be given for students to complete homework. More complex tasks should be given more time for completion.

6.4 Teachers should always plan homework for a specific purpose, e.g. to develop independent learning skills, to embed knowledge, to extend learning, to consolidate learning or to check learning. Where possible the purpose of this learning should be shared with students e.g. "This is to develop your understanding of..."

6.5 Homework must encourage engagement and ownership by parents and students. In addition to homework being an integral part of teaching and learning for students, it can offer opportunities for clear and positive engagement in the process, both for them and for their parents.

6.6 Guidance suggests that one homework task should be set for 120 minutes of lesson time for each teaching group in every subject. Although this means some subjects will be setting weekly homework, while others will set it only every two weeks, this requirement actually promotes balance, consistency and fairness.

7. Use of ICT for homework

- 7.1 Pupils should be encouraged to use ICT for research and can present work using computer programs. However, pupils should not be penalised for not having access to ICT.
- 7.2 Teachers are responsible for ensuring that any work students present using ICT is their own and not copied and pasted. Students will not be given credit for presenting work that is not their own. This should be made explicit.

8. Parental support of homework

- 8.1 Parents should encourage and support homework and should review Classcharts and planners.
- 8.2 Parents should contact the teachers if any homework is causing unnecessary stress, taking too much time, or if there appears to be an absence of homework.

9. Guidance on the amount of homework

The amount of homework set will vary between subjects. The length of the homework will relate to the task set.

In Years 7, 8 and 9, knowledge organisers will be used for most homework. This will involve either self-quizzing in practice books, or tasks directly linked to the knowledge organiser.

No formal timetable for homework is published as this creates inflexibility that would not benefit the learning of students.

Individual teachers will set homework as appropriate, which will be checked and quality- assured by the Curriculum Leader and SLT.

Students might expect the following amount of homework. However, this is an average and different weeks may be lighter or heavier.

- **Year 7:** 6 sets of 20 minutes homework a week.
- **Year 8:** 8 sets of 20 minutes homework a week
- **Year 9:** 8 sets of 25 minutes homework a week
- **Year 10:** 8 sets of 30 minutes homework a week. In addition, personal study (such as revision, mindmaps, the creation of revision cards and so on) is expected.
- **Year 11:** 8 sets of 35 minute homework a week. In addition, personal study is expected
- **Year 12 and 13:** At least one hour a week of subject homework. In addition, students must complete up to two hours per subject of personal study such as extra reading, making revision notes and reading around the subject.