Homework Policy
Bournville All-through School
Part of Fairfax Multi-Academy Trust

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Intent

As a part of Fairfax Multi Academy Trust (FMAT) we ensure that homework is an integral part of our teaching and learning strategy. It exists to deepen students' knowledge, strengthen long-term learning, and promote independence. Homework reinforces our curriculum ambition by consolidating powerful knowledge, supporting disciplinary literacy, and helping learners to build secure schema that underpin academic success.

1. Aim

Homework is an integral part of education in that it: -

- Provides students with an opportunity to consolidate classroom learning through structured opportunities for retrieval, independent practice, and reflection.
- Tasks enable students to revisit key concepts, apply subject-specific vocabulary, and embed knowledge into long-term memory.
- It provides teachers with valuable information that can be used to adjust the planning of subsequent lessons if required
- Homework also helps students develop essential study habits such as organisation, responsibility, and resilience; skills that support success in further education, employment, and lifelong learning.
- Provides a meaningful link between school and home, enabling parents and carers to understand and engage with their child's learning journey.

2. Homework Policy Overview

The following are guiding principles and should be adhered to by all staff when setting homework:

- **Purposeful and Impactful**

  Homework must reinforce key learning, deepen understanding, and encourage independent thinking. Tasks will be directly linked to curriculum objectives, meaningful, manageable, and designed to strengthen long-term retention.

- **Expectations Across Subjects**

  Sparx will be the default platform for homework in mathematics and Science (KS3–4). Additional tasks will be set only where curriculum leaders judge them educationally necessary.
  In foundation subjects, homework will typically focus on retrieval practice, vocabulary development, reading, or planned applications that support curriculum sequencing.

- **Mindful of staff workload**

  Homework design should maximise impact while minimising unnecessary workload. Staff are encouraged to use self-assessment formats, shared Trust resources, and tasks that can be efficiently reviewed in lessons.

- **Use AI thoughtfully and safely**

  AI tools may support consistency, quality, and efficiency. All use of AI must be ethical, safe, transparent, and compliant with Trust policies.

- **Rewarding completion and effort**

  FMAT promotes a positive culture through recognition, praise, and celebration of effort rather than sanctions.

- **Developing independent study skills**

  Homework contributes to students' development of independence, organisation, problem-solving, and resilience, and may include reflective or metacognitive elements.

- **Equitable and accessible**
  Subject areas should ensure that homework is inclusive by offering digital and non-digital options – if available, adapting tasks for diverse needs, and ensuring students without resources can complete work in school.

3. Homework by Subject

Homework assignments and lesson feedback sessions should be mapped out against a subject's lesson sequence.

- Homework assignments should be uploaded onto Teams/Satchel One for the relevant class or assigned on Sparx for mathematics and Science.
- Feedback should be shared and discussed with students during the subsequent lesson to when the homework was checked so the teacher can check the students work and help them overcome any misconceptions.

Homework assignments, for all year groups and subjects, will be timetabled throughout the week (please see appendices 01 & 02 for an example of a homework timetable). The table below outlines the homework issued by subject areas where low stakes questions are not applicable.

Subject area	Description of homework
Art	Art analysis and drawing tasks. KS4 coursework related tasks.
Business	Research task with exam practice questions and exam-style questions.
Computer Science	KS3 questions or Python exercises, KS4 questions or research tasks.
Drama	PowerPoints plus models and examples with specific tasks and challenges from character planning, scripting, and even set and costume design.
English	KS3 will be extended writing practice, and KS4 is a mixture of revision questions and exam question practice. All pupils are expected to read often at home and complete the reading log in their planners.
Food Technology	KS3 homework booklets, KS4 revision questions
Music	Analysis of piece of music relevant to scheme of work.
Spanish	KS3 Pearson Active Hub website, KS4 extended writing tasks, revision-based tasks
Physical Education	KS3/4 Health and wellbeing task – activity, food diary, design fitness routine etc.
Sports Studies	KS4 exam questions or research tasks (attending a weekly club in or out of school for R185 practical element)
Religious Studies	KS3 is a reading task, based on lesson content, questions to support understanding and an optional supporting research task or questions. KS4 revision-based tasks.
History	KS3 pupils will have a booklet of homeworks for each term. To challenge pupils, extended reading lists will be shared with pupils each year. KS4 homeworks are retrieval practice, exam questions or revision tasks.
Geography	KS3 will have reading, recall and question tasks linked to lesson content. KS4 homework will be retrical practice, key words, exam questions and revision tasks.

4. Homework Requirements by Year Group

The frequency and format of homework tasks will depend upon the year group. Students are expected to follow the following time doing homework:

- In Key Stage 1 and 2 there is a regular routine of weekly reading/phonics, writing and multiplication tables for all students. There are additional tasks which are optional that are set by the class teacher on a regular basis.
- In Key stage 3 one piece of homework a week will be issued by each of the core subjects: English, mathematics and science. There will be additional homework set by the humanities subjects, technology and Computer science once every two weeks. Refer to section 3 (homework by subject) for more details.

- In Key Stage 4 at least one piece of homework a week will be issued by each of the core subjects: English, mathematics and science, these will be lengthy tasks and should take a minimum of 1 hour over the week to complete. The three option subjects will also set lengthy homework on one day or two shorter pieces twice a week.
- Years 2, 6 and 11 should be given exam practice questions in addition to standard homework during the academic year.

Year Group	Time Allocation	Description of Homework
1	1 hr/week	Reading/phonics, writing and foundational math skills Additional work can be set by class teachers.
2	1 hr/week	Reading/phonics, writing and foundational math skills Additional work can be set by class teachers.
3	1.5 hours/week	Reading, writing and multiplication tables including TT Rockstars online Additional work can be set by class teachers.
4	1.5 hours/week	Reading, writing and multiplication tables including TT Rockstars online Additional work can be set by class teachers.
5	30 minutes/day	Reading, spelling and grammar, and arithmetic Additional work can be set by class teachers.
6	30 minutes/day	Reading, Spelling and Grammar, and arithmetic Additional work can be set by class teachers.
7	45 /90 minutes/ day	Short task or ten low stakes questions uploaded onto Satchel One. Mathematics – Sparx homework set. Refer to section 3 for details of individual subjects.
8	45 /90 minutes/ day	Short task or ten low stakes questions uploaded onto Satchel One. Mathematics – Sparx homework set. Refer to section 3 for details of individual subjects.
9	1 – 2 hours/day	Short task or ten low stakes questions uploaded onto Satchel One. Mathematics – Sparx homework set. Refer to section 3 for details of individual subjects.
10	1.5 – 2.5 hours/day	Short task or extended tasks uploaded onto Satchel One. Mathematics – Sparx homework set. Refer to section 3 for details of individual subjects.
11	1.5 – 2.5 hours/day	Short task or extended tasks uploaded onto Satchel One. Mathematics – Sparx homework set. Refer to section 3 for details of individual subjects.

. 5. The Role of Parents in Supporting their Child

At the start of each academic year a home-school partnership agreement will be issued to parents. In addition to this a copy of the homework timetable will be sent home with a letter and reply slip, outlining the purposes of homework, urging parents to:

- Provide a peaceful place in which their child can do their homework or encourage them to attend homework and study support clubs.
- Make it clear to their child that they value homework.
- Encourage their child and praise them when they have completed homework.
- Expect deadlines to be met and check that they are.
- Check and sign their child's planner each week.
- Manage and monitor student time management and task completion

6. The Recording & Monitoring of Homework

At the beginning of each term parents will be provided with a curriculum map of what is being taught across all subject areas for each year group, it is available on the school website. This curriculum map may also detail any homework that is planned over that term. KS1 and KS2 students will be given a hard copy of the homework to complete.

All homework will be recorded on Satchel One for KS3 and KS4 students. Additionally, students will be issued with a planner which class teachers will use to communicate with parents.

7. Feedback to Students

All homework will be checked in the subsequent lesson to when the homework was set. The homework will be corrected with all students in the lesson to check.

- what students know,
- what students can do and
- what they remember prior learning.

The teacher will use the information from this lesson to identify what reteaching or differentiation will be required to support students in subsequent learning and this will inform the teachers planning.

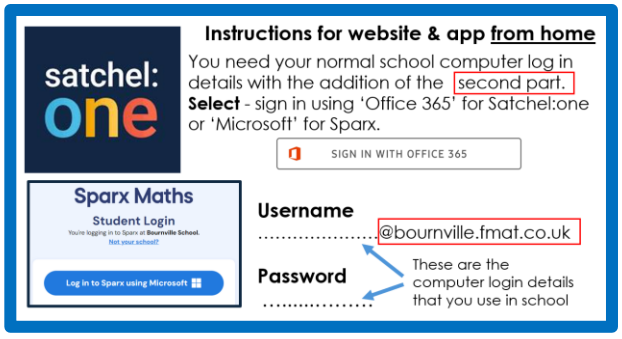
All students are expected to attempt all homework. We ask all parents to support their child and check that they have attempted all homework which will help teachers know if students have not been able to do the homework, which will help inform any reteaching pr pre-teaching.

8. Rewarding completed homework

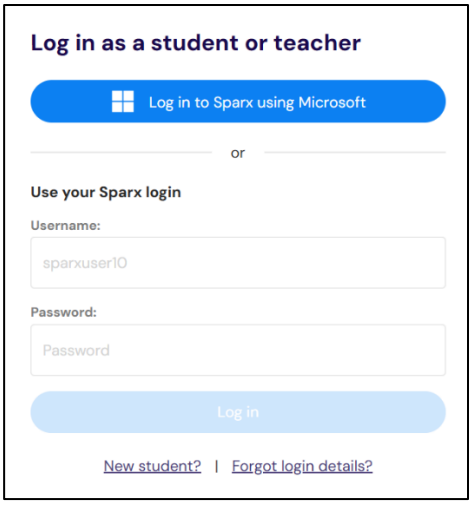
Each teacher will reward all students who complete the homework with a positive 1, regardless of whether the homework is correct or not.

9. Logging on to Satchel:One and Sparx

We use a single login system where the same login details are used for all on-line platforms that we use with students. Both Satchel:One and Sparx uses this system. This means that students use the same login details as they use to login to the computers whilst at school. However, students need to remember to use their full email address as their 'Username' and not the shortened version that they are used to; a reminder is below.



Sparx Log in – students can also enter their individual Username and Password and if necessary, request a password reset.



9. Non-Completion of Homework

All students will be set homework with a completion window of

- one week for core subjects (English, mathematics and science)
- two weeks for non-core subjects

This is to ensure that students have time to seek additional support from their teacher or to use Academy computer facilities if needed.

There should never be 'blanket' detentions given to students in any class or year group for homework.

If a significant number of children have not completed their homework, the homework itself should be reviewed and checked to identify the issue which has caused the lack of completion.; a Homework Study Session or detention must not be issued in this instance.

Year 7 – 10 will follow this procedure

Step 1

- All missed homework is recorded on Bromcom – no detention issued but negative points will be given

Step 2

- A data report is run twice a week and sent to Form tutors who will speak to students failing to produce homework.
- Students on the list will be allocated a Homework Support Session (HSS) in an IT room (Mon to Thurs) by their Form tutor.
- The aim of the session is to provide them with the opportunity to get their homework completed it does not replace the requirement for all homework to be done.
- A message will be sent home to inform their parents that they will be staying in school.

Step 3

- A HSS can be reissued only once by the form tutor
- Failure to attend the HSS will be classified as a 'Persistent failure to complete Homework', this will result in a detention being issued to the student – form tutor to check and issue.

Year 11

Failure to complete homework is taken seriously especially a student in year 11. As there is limited capacity for Year 11s to sit a HSS as they would need to sit their HSS on a **Thursday only**, direct contact with home should be made by the Form Tutor where a student is failing to complete multiple homework tasks across several subjects.

Appendix 01 **Homework Timetable**

Key stage 1 & 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Reception	Phonics Number work (Numbots)				
Year 1	**Weekly homework (1.5 hr)** Spelling Reading with Parents Foundational math skills Numbots **Phonics**				
Year 2	**Weekly homework (1.5 hr)** Spelling and Grammar Reading with Parents Foundational math skills Numbots **Phonics**				
Year 3	**Weekly homework (2.5 hr)** Spelling and Grammar Reading with Parents Multiplication tables including TT Rockstars online				
Year 4	**Weekly homework (2.5 hr)** Spelling and Grammar Reading with Parents Multiplication tables including TT Rockstars online				
Year 5	**Weekly homework (2.5 hr)** Spelling and Grammar Reading with Parents Arithmetic and Maths problem solving				

Year 6	**Weekly homework (2.5 hr)** Spelling and Grammar Reading with Parents Arithmetic and Maths problem solving **SATS Practice**

Appendix 02

Homework Timetable - Key stage 3 & 4

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 7	**2 x 45 minutes** **English** Spanish (every 2 weeks)	**2 x 45 minutes** **Science** Art (every 2 weeks) Music (every 2 Weeks)	**2 x 45 minutes** **Maths** Religious Studies (every 2 weeks) Drama (every 2 weeks)	**1 x 45 minutes** Computer Science (every 2 weeks) History (every 2 weeks)	**1 x 45 minutes** Geography (every 2 weeks) Technology (every 2 weeks)
Year 8	**2 x 45 minutes** **English** Spanish (every 2 weeks)	**2 x 45 minutes** **Science** Art (every 2 weeks) Music (every 2 Weeks)	**2 x 45 minutes** **Maths** Religious Studies (every 2 weeks) Drama (every 2 weeks)	**1 x 45 minutes** Computer Science (every 2 weeks) History (every 2 weeks)	**1 x 45 minutes** Geography (every 2 weeks) Technology (every 2 weeks)
Year 9	**2 x 1hour** **English** Spanish (every 2 weeks)	**2 x 1hour** **Science** Art (every 2 weeks) Music (every 2 Weeks)	**2 x 1hour** **Maths** Religious Studies Drama (every 2 weeks)	**1 x 1hour** Computer Science (every 2 weeks) History (every 2 weeks)	**1 x 1hour** Geography (every 2 weeks) Technology (every 2 weeks)
Year 10	**2 x 1½ hours** **English** Option Block A	**2 x 1½ hours** **Science** Option Block B	**2 x 1½ hours** **Maths** Option Block C	**2 x 1½ hours** Option Block A Option Block B	**1 x 1½ hours** Option Block C
Year 11	**2 x 1½ hours** **English** Option Block A	**2 x 1½ hours** **Science** Option Block B	**2 x 1½ hours** **Maths** Option Block C	**2 x 1½ hours** Option Block A Option Block B	**1 x 1½ hours** Option Block C

Key Stage 3 Homework: **Core subjects** (English, maths and science) are set once a week; all other subjects are set homework every 2 weeks, giving students a 2-week window in which to complete work set.

Key Stage 4 Homework : **Core subjects** (English, maths and Science) are extended homework set once a week; all option subjects are set twice a week.

Glossary:

Below is a list of common words and terms used in education, and their meaning:

Curriculum map	An overview of the lessons and units taught within a subject area for an academic year.
Differentiate	tailoring learning to suits the needs of an individual.
Lesson sequence	Order in which lessons are taught.
Low stakes questioning	No pass or fail element. Used to identify areas of academic development.
Misconception	Ideas that are wrong or inaccurate because a student has not understood a concept.
Pre-teaching	Teaching a concept or skills before they are encountered in the classroom.
Retrieval practice	Frequent opportunities for students to practice what they have previously been taught.
SEND	Students who have special educational needs or disabilities.
Special educational needs coordinator (SENCo)	Member of teaching staff responsible for special educational needs within a school.