



Kings Langley School

Unlocking Potential for Life

Homework Policy

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Character Development: Commitment to Equality and Diversity

This school is founded on a set of fundamental values designed to enable all students and adults connected with our community to flourish and succeed, regardless of background or circumstances. We are determined to be open to people, places, methods and ideas—and as such, equality and diversity are at the heart of everything we do. Our continued dedication to social justice and equality of opportunity is embodied in everything we do.

We are creating an **inclusive** school community where:

- People are treated with dignity and respect
- Inequalities are challenged
- We anticipate, and respond positively to, different needs and circumstances so that everyone can achieve their potential
- We value diversity and we recognise that different people bring different perspectives, ideas, knowledge and culture, and that this difference brings great strength.
- We believe that discrimination or exclusion based on individual characteristics and circumstances, such as age; disability; caring or dependency responsibilities; gender or gender identity; marriage and civil partnership status; political opinion; pregnancy and maternity; race, colour, caste, nationality, ethnic or national origin; religion or belief; sexual orientation; socio-economic background; trade union membership status or other distinctions, represents a waste of talent and a denial of opportunity for self-fulfilment.
- We recognise that patterns of under achievement at any level and differences in outcomes can be challenged through positive intervention activities designed to bridge gaps.
- We respect the rights of individuals, including the right to hold different views and beliefs. We will not allow these differences to be manifested in a way that is hostile or degrading to others.

We expect commitment and involvement from all our staff, students, partners and providers of goods and services in working towards the achievement of our vision.

Rationale

This policy exists to provide a framework for supporting our stated aim of “ensuring the happiness of every individual in our community”, to promote a climate which enables all students to flourish, regardless of ability or special needs, and supports our desired outcomes of developing "strong character".

We believe that homework can make an important contribution to students’ progress at school. Homework is important at all stages in a child’s education; it extends the challenges open to the students and ensures that teaching time is used to maximum effect. It is our intention that homework is carefully planned as part of programmes of study across all subject areas and that there is consistent practice in the setting and completing of homework.

We have high expectations of students in completing homework and it is seen by all: the senior leadership team; teachers; students and parents, as a vital part of the school’s overall learning and assessment strategy. There is a regular programme of homework, so that everyone (teachers, students and parents) knows what to expect each day and are very clear about what they need to do.

Purpose

The purpose of homework is: -

- To encourage students to develop their personal skills and attributes such as self regulation and stickability, as well as the confidence and motivation needed to study effectively and independently.
- To allow students to practise with new information and knowledge.
- To extend learning that supports and extends the retention and understanding of previously learnt knowledge.
- To check for understanding and ensure any misconceptions are identified and addressed
- To practise retrieving information and knowledge from the student's memory.
- To manage particular demands such as examination preparation and revision.
- To develop independent learning skills by offering students opportunities to complete additional activities that will both support and extend their learning and development.
- To encourage parents to engage with their child's learning and keep them informed about what is being taught as part of the curriculum.

Guidelines

The Management of Homework

- A timetable will be produced for each form group in Key Stage 3 and year group in Key Stage 4
- The following times should provide parents and students with adequate guidelines as to the amount of time that should be spent on homework per subject and per evening
 - Years 7 - 9 students: 20-30 minutes per subject, therefore maximum of 1 hour per day
 - Years 10 and 11 students: 30 – 45 minutes per subject, therefore maximum of 1.5 hours per day
- The homework timetable is co-ordinated across subjects and will set out subject allocations for each day. It is important that subject teachers appreciate the need to work within this timetable, both in giving homework and setting deadlines for its completion.
- Homework that is set should be appropriate and challenging, and consolidates learning and deepens understanding, whilst matching individual needs and preparing students for work to come
- Homework will be published on MS Teams daily in accordance to the homework timetable. Parents will be sent a homework summary each week through MS Teams so that they can support students and monitor the amount and type of homework that is being set.
- At Key Stage 5, years 12 and 13 students will receive homework from each of their subjects which will be approximately 4 hours per subject per week. The expectations are that students will use their study periods, as well as their evenings to complete this work.
- We will recognise completed homeworks by awarding aspirational recognition points; 1 for a good completed piece and 2 for an outstanding piece of work.
- Parents will be informed of incomplete homework by the use of a homework red card notification on classcharts, and students are expected to take responsibility for catching these up.

Parental Support

We recognise the vital role that parents play in supporting their children in their studies at home. The evidence of recent research makes it clear that children do significantly better when they receive firm but sympathetic support at home and parents are supportive of the school in reinforcing the importance of homework.

- Parents should review the weekly MS Teams homework summary.
- If parents have any concerns regarding a homework, their first point of contact should be the subject teacher.
- Parents should download the classcharts app in order to be aware of any notifications about successful or incomplete homework.
- Parents should ensure that their child has their equipment and a suitable environment to work in or contact the school for support if this is not possible.
- Parents should demonstrate to their children a respectfulness for homework, its completion and the deadlines, and encourage their child to mirror this.
- Parents should encourage their child to show resilience when completing the more challenging tasks and not accept work as being complete until the child is proud of their accomplishment
- Parents should encourage a level of curiosity and love of learning by:
 - encouraging them to study or read independently
 - completing additional independent learning tasks
 - discussing articles, news and current affairs
 - taking, where possible, any opportunities to visit museums, places of interest etc.

Types of Homework

- The completion of graphic or knowledge organisers
- Research activities and investigations (using library resources, the internet, text books etc)
- Reading ... either following a specific task or background support reading
- Drafting work
- Revision, usually in preparation for examinations or tests
- Essays and report writing, newspaper articles, leaflets, letters
- Rote learning vocabulary, tables, formulae or quotations
- Practical activities such as drawing, model-making and designing
- Use of subject specific IT packages such as mathswatch, Seneca, LanguageNut
- Completion of worksheets and question or problem sheets

Homework should be varied, have a clear objective and be linked to the programmes of study. It should be appropriate and challenging whilst consolidating learning and deepening understanding. The best homework is one that meets individual needs linking to feedback or preparation for future learning. Students need to be carefully informed as to exactly what is expected, including depth of coverage and time to be spent on tasks and this should be recorded on MS Teams.

Teachers should set work, which is sufficiently demanding and capable of stretching all students, regardless of ability. Extension work and differentiated material should be provided whenever possible. The completion of work started in class would rarely be a satisfactory homework activity on its own.

For Key Stage 3, once a fortnight there is an opportunity for all students to pick an independent learning task. Often one part of the homework is compulsory such as working on Unifrog, with the second part offering a choice of activities, with at least one needing to be completed. These activities will often link to school themes, activities or awards.

Expectations of Students

Students should:

- check MS Teams daily
- complete all work set by their appropriate deadlines
- complete work to their best standard and ability
- turn work in through MS Teams
- speak to a teacher before the deadline if they are unable to complete homework

Expectations of Teachers

Teachers should set homework tasks against the homework timetables and put them onto MS Teams.

These tasks should reflect the information in the types of homework section above. Homework completion should be checked each time.

Students should receive an aspirational recognition point to recognise their completion of the work to an acceptable standard. An aspirational recognition point of value 2 can be given if work is considered “above and beyond” an acceptable standard as additional praise.

If homework is to benefit students’ learning they must be given prompt and appropriate feedback on what they have done. Each subject teacher should provide feedback according to the school’s Assessment and Feedback, and Teaching and Learning policies. Examples of feedback include: self-assessment, verbal feedback, model answers, class discussion etc.

Arrangements for Monitoring and Evaluation

The efficiency and effectiveness of the Homework Policy needs to be monitored and evaluated regularly by the school leadership team and reports provided to the Governors. The school must have procedures in place to check that systems are operating properly. The verification of homework setting and marking is a compulsory activity in the school’s line management structure.

- Learning Area Leaders or Subject Leaders will regularly check the quality of what is being set and marking of suitable homework within their department.
- Form tutors and Pastoral Leaders should check Class charts to monitor any red cards issued for non-completion of homework and intervene if patterns develop.
- Subject teachers should speak to students and contact home where homework is regularly not being completed.

The SLT will carry out checks of a sample of students’ work through reviews in order to verify standards and consistency in the application of this policy.

