

Homework Policy



Policy Title	Homework Policy
Policy Created / Amended	June 2026
Policy Ratified	June 2026
Policy Review Date	June 2027
Summary of changes	

1. Rationale

At Sybil Andrews Academy, we believe that homework is a purposeful and integral part of learning. Evidence from the Education Endowment Foundation (EEF) indicates that well-designed homework—particularly in secondary education—can significantly enhance progress by consolidating knowledge, improving retention, and fostering independent study habits.

Homework forms a key element of our teaching and learning approach and is aligned with Teachers' Standard 4: Plan and teach well-structured lessons. It is used to reinforce and extend learning beyond the classroom, giving pupils opportunities to practise key skills, deepen understanding, and prepare for future learning.

All homework is carefully planned to be purposeful, proportionate, and accessible, ensuring it supports the curriculum and contributes to sustained pupil progress over time. Regular completion and meaningful feedback help maintain high expectations for all learners while promoting independence. To be most effective, homework is clearly linked to the curriculum, strengthens classroom learning, and provides structured opportunities for retrieval and practice.

Homework at Sybil Andrews Academy reflects our core values of Kindness, Responsibility and Courage.

- Kindness: Homework should remove barriers, not create them. Tasks are designed to be accessible for all students, regardless of background or need, ensuring every learner can succeed.
- Responsibility: Homework supports students learn to be organised and independent - key habits for lifelong learning.
- Courage: Homework encourages students to challenge themselves, deepen their understanding, and persevere through new or demanding content.

We believe that learning beyond the classroom is essential for extending, deepening and widening students' understanding as they progress from Year 7 to Year 11. Homework is therefore designed to level up learning, not widen gaps, ensuring every student can access the full benefits of the curriculum.

2. Aims

- To promote the effective and consistent use of homework across all year groups.
- To improve student learning through high-quality homework that reflects the SAA teaching and learning priorities—particularly deliberate practice and retrieval.
- To strengthen the partnership between school and home by engaging parents and carers in the learning process.
- To ensure homework supports equity by removing barriers and enabling all students to benefit from learning beyond the classroom.

3. Effective Homework

Homework refers to any learning task a student is asked to complete outside the classroom. At Sybil Andrews Academy, homework is designed to be purposeful, clearly explained and appropriately scaffolded or modelled so that all students can access it successfully. Tasks should reinforce classroom learning, strengthen long-term retention and support the development of independent study habits.

Homework may take a variety of forms, including:

- Activities involving knowledge organisers to support retrieval and secure key information
- Tier 2 and Tier 3 vocabulary practice to strengthen subject specific literacy
- Blended learning activities, combining digital and written tasks
- Completion of past examination questions to build confidence and exam readiness
- Use of online quizzes and retrieval platforms such as Sparx Maths or Sentry for adaptive practice
- Tasks set, submitted and reviewed through Showbie, including opportunities to act on teacher feedback

These approaches ensure that homework is meaningful, consistent and aligned with the curriculum, while also supporting equitable access by removing barriers and enabling all students to benefit from learning beyond the classroom.

Effective homework at Sybil Andrews Academy

To be effective, homework must reflect the curriculum, link directly to the aims set out above, and be accessible for all students. Effective homework should reinforce learning over time, build confidence, and contribute positively to students' enjoyment of learning. It should never create unnecessary barriers; instead, it should support all learners to make progress and feel successful.

4. Quantity of homework to be set

KS3 Subject	Week A (minutes)	Week B (minutes)
English	30	30
Maths	30	30
Science	30	30
History	30	
Geography		30
Art	30	
DT		30
Music	15	
Drama		15
Total over each week	165 minutes	165 minutes

KS4 Subject	Minutes per week
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English	45
Maths	45
Science	45
GCSE Option A	45
GCSE Option B	45
GCSE Option C	45
GCSE Option D	45
Total over each week	315 minutes

6. Leadership and management of homework

SLT will:

- Lead and support the development and implementation of homework across their link departments.
- Monitor the quality, frequency and impact of homework through established line management processes.
- Provide professional learning opportunities to support staff in using digital tools effectively, helping them build smart, efficient workflows that enhance learning without increasing workload.
- Establish and communicate consistent procedures for responding to non-completion of homework.

Heads of Department (HoDs) will ensure that:

- Homework is embedded within curriculum planning and contributes to the broader aims of the subject curriculum.
- The setting, completion and effectiveness of homework are included in departmental monitoring and self-review.
- Staff have access to appropriate homework materials, resources and exemplars.
- Homework forms part of the department's approach to retrieval practice, low stakes quizzing and assessment points.
- Homework is set regularly and in line with this policy, with compliance monitored through Arbor.

Teaching Staff will:

- Record homework on Arbor each time it is set, ensuring clarity of instructions and deadlines.
- Mark or review homework where appropriate, returning feedback within a reasonable timeframe (normally one timetable cycle which is two weeks, or sooner for short, frequent tasks).
- Break down longer or extended tasks into stages, providing interim feedback to support improvement.
- Ensure no student is disadvantaged by lack of access at home, providing alternatives where necessary.

- Set homework that extends learning, reinforces core knowledge and skills, and aligns with classroom instruction.
- Scaffold or model homework tasks so all students can access them successfully.
- Ensure students understand the purpose and expectations of each homework task.
- Recognise, reward and celebrate strong homework
- Record non-completion using Arbor

Tutors will:

- Promote homework as an essential part of each student's learning.
- Monitor that students are recording and organising homework effectively on Arbor.
- Support students in planning their time so homework is completed on schedule and to a high standard.
- Inform Heads of Year where patterns of missing or unrecorded homework emerge.
- Communicate with parents/carers where there are multiple concerns about homework

Heads of Year will:

- Monitor homework completion of students
- Recognise, reward and celebrate the work of students who consistently submit homework that has been completed to a high standard across a range of subjects
- Identify students who struggle to complete homework and put in place appropriate support to help them keep up with their peers
- Communicate with parents to celebrate students who consistently go above and beyond

Role of Students

Homework is an essential part of learning. Students are expected to take responsibility for this by:

- Checking Arbor regularly for homework set.
- Planning their time effectively to ensure homework is completed on schedule.
- Completing all tasks to the highest standard they can.
- Expecting praise and recognition for strong homework.
- Recognising that homework is designed to deepen knowledge and learning over time.
- Accepting the consequences if homework is not completed.
- Keeping parents/carers informed about homework and involving them appropriately—without expecting them to complete the work.
- Expecting homework to be reviewed or marked within a reasonable timeframe and raising any concerns with their teacher or tutor.

Role of Parents/Carers

Learning is a partnership between home and school. Parents and carers are encouraged to:

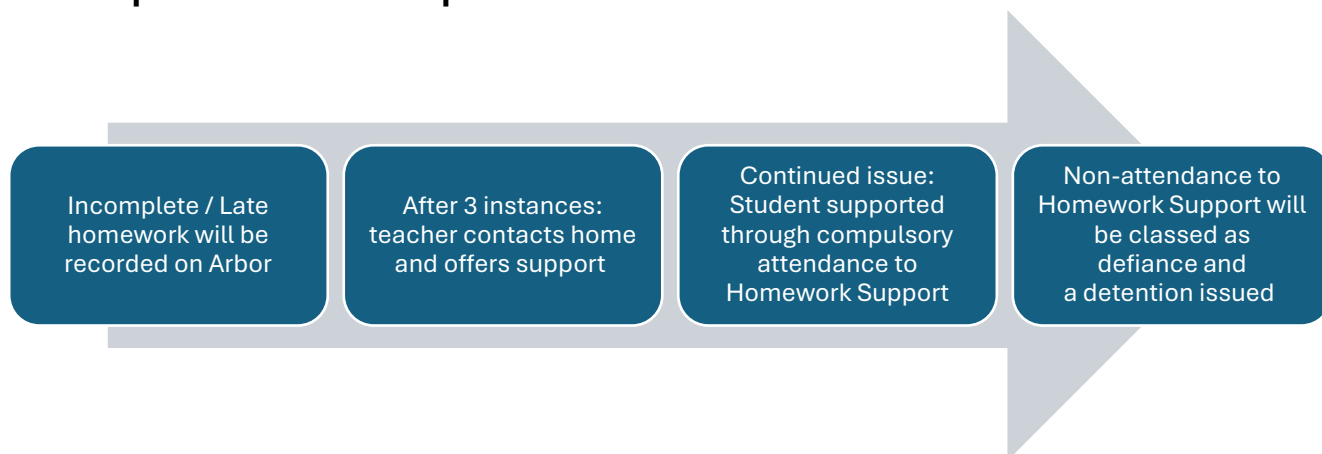
- Show interest in their child's learning by checking Arbor regularly and discussing homework and classwork.
- Provide a quiet, suitable space for study at home, or encourage use of homework clubs and the school Library if this is not possible.
- Support their child in planning time effectively so homework is completed and submitted on time.

- Encourage independent research, reading and safe use of ICT to support learning.
- Inform the Tutor of any concerns about homework or workload.
- Indicate when their child has spent the allotted time on a task but has been unable to complete it.

7. Recognition and Recording of Homework

- Homework completion will be recorded on Arbor.
- When a student completes a homework task, it will be logged as complete.
- When a student does not complete a task, it will be marked as not completed and a negative point will be issued.
- Excellent homework will be recognised, rewarded and celebrated.

8. Consequences for non-completion



9. Intervention and Support for Homework Completion

Sybil Andrews Academy is committed to ensuring that homework supports learning rather than creating barriers. A range of interventions and support strategies will be used to help students develop confidence, independence and good study habits.

Homework Support (Years 7–11)

- Homework Support will take place in the Library.
- The Library is open Tuesday, Wednesday and Thursday at lunch.
- Staff are available to talk through tasks, help students understand instructions and provide guidance.
- Students can access computers, printers, textbooks and quiet study space.
- This provision is particularly valuable for students who may not have access to ICT or a suitable study environment at home.

Teacher-Led Support:

- Model how to use digital platforms (e.g., Sparx, Sentry, Showbie) so students feel confident navigating tasks.
- Demonstrate how to break homework into manageable steps.
- Provide scaffolds, examples and worked models to ensure all students can succeed.

- Offer short “check-in” opportunities in lessons or after school for students who need clarification.
- Identify students who may benefit from additional support and refer them to the Library or Head of Year.

Heads of Year Support:

- Run targeted tutor-time sessions for students who are falling behind with homework.
- Support students in organising their Arbor homework list, planning deadlines and prioritising tasks.
- Work with students to identify barriers (e.g., ICT access, confidence, understanding) and put support in place.
- Monitor progress over time and celebrate improvements.
- Contact parents to offer support to overcoming any barriers

Pastoral Support for Barriers to Learning:

- Where homework non-completion is linked to wider issues, pastoral staff may:
- Meet with students to explore wellbeing, organisation or home-based barriers.
- Liaise with parents/carers to agree supportive strategies.
- Provide access to school-based resources, such as ICT, stationery or printed materials.
- Refer students to additional support (e.g., mentoring, study skills sessions) where appropriate.

Curriculum and Departmental Support

Departments may:

- Provide subject-specific homework clubs during the year (e.g., Maths drop-ins, English revision sessions).
- Offer revision guides, vocabulary lists, knowledge organisers and other resources to support independent study.
- Ensure homework tasks are accessible, clearly explained and linked to classroom learning.

Digital Confidence and Access Support:

- To ensure all students can access online homework:
- Staff will model how to log in, navigate and complete tasks on digital platforms.
- Students who struggle with ICT access will be offered alternative formats or encouraged to use school facilities.
- Clear guidance will be provided on how to use Arbor to track homework.

10. Monitoring and Evaluation

Monitoring and evaluation of this policy will be carried out by the Leadership Team and reported to Governors as part of the school’s quality assurance cycle. This will include:

- Regular analysis of Arbor data to track homework set, completion rates and patterns of non-completion.

- Line management reviews of homework quality, frequency and alignment with curriculum intent.
- Departmental self-evaluation, including sampling of homework tasks, student work and feedback.
- Student and parent voice, gathered through surveys or focus groups, to understand the experience and impact of homework.
- Evaluation of interventions, such as homework clubs or digital support, to ensure they are reducing barriers and improving access.

11. Improvements in effectiveness of homework at Sybil Andrews Academy

A consistent homework system and clear expectations allows the school to monitor homework effectively and measure impact over time. We expect to see:

- Fewer instances of incomplete or low-quality homework recorded on Arbor.
- Increased on-time homework completion.
- Homework embedded in regular practice, supporting retention.
- Stronger alignment with curriculum goals.
- Improved task quality, evidenced through reviews and feedback.
- More equitable access, with fewer barriers and greater support use.
- Clearer data to track impact, identify gaps, and enable early intervention.

Overall, this will shift homework from limited impact to a clear, data-informed contributor to learning.