



Cambridge House Grammar School

School Homework Policy

Signed:

[Signature]

Chair of Board of Governors

Signed:

[Signature]

Principal

Reviewed

09.06.25

1. Rationale

Cambridge House Grammar School prioritises achieving academic excellence for each pupil and, through its curriculum, seeks to develop the potential of each individual and encourage the growth of the whole person, summed up in the school's vision statement 'Together we create futures'. Homework at Cambridge House Grammar School is an integral part of the learning process. Our Homework Policy has been created to provide a coherent, consistent and rigorous approach to homework for pupils, teachers and parents/guardians, with a core focus of raising attainment and establishing effective independent learning routines. It provides pupils with opportunities to consolidate and extend their learning beyond the classroom, fostering independent learning skills and promoting academic progress. This policy is informed by research on effective teaching and learning practices within the context of the Northern Ireland Curriculum, including Key Stage 3 and the requirements of GCSE, A Level and Level 3 specifications. The school recognises the significant positive impact of well-planned and purposeful homework on pupil achievement. This policy aims to ensure that homework supports the development of pupils' knowledge, skills and understanding in an effective and manageable way, without creating an excessive workload for pupils or staff.

2. Aims of Homework

Homework at Cambridge House Grammar School aims to:

- Support the development of independent learning skills and effective study habits.
- Reinforce and consolidate learning undertaken in the classroom and thereby facilitate pupils' deeper learning and academic progress.
- Provide opportunities for pupils to apply their knowledge and understanding in different contexts.
- Prepare pupils for future learning, including examinations, further and higher education.
- Promote the development of research skills and the ability to work independently.
- Encourage pupils to take ownership of their learning.
- Supplement and support classwork and extend learning beyond the classroom.
- Help pupils to manage their time effectively and meet deadlines.
- Promote a positive attitude to education and the value of lifelong learning.
- To provide opportunities to evaluate impact and celebrate success

3. Roles and Responsibilities

The successful implementation of this homework policy relies on the shared responsibility of pupils, parents/guardians, teachers and school leaders. All pupils are expected to complete homework in every subject area, and at each stage of the curriculum. Homework will be linked, and have relevance, to the planned learning. Homework will provide an appropriate level of support and challenge.

Each pupil in the School is given a Pupil Planner at the beginning of the Academic Year to record details of homework set and to help ensure that deadlines are met. The Pupil Planner should be kept neatly and brought to every lesson. Parents of pupils in Years 8, 9 and 10 should sign Pupil Planners at the end of each week.

3.1 Pupils

All pupils are expected to:

- Take responsibility for accurately recording homework details, including deadlines, in their Pupil Planners.
- Demonstrate a commitment to allocating the necessary time and effort to complete assigned homework tasks.
- Complete all homework tasks carefully, thoroughly and to the best of their ability.
- Present homework neatly, legibly and in an organised manner, following any specific instructions provided by the teacher.
- Submit homework by the specified deadline.
- Ensure that any homework missed due to absence (eg for co-curricular activities, sport, music lessons, events, appointments) is completed and submitted promptly upon their return to school.
- Seek assistance from their teachers when they encounter difficulties with their homework.
- Actively engage with feedback provided by teachers on their homework.

3.2 Parents/Guardians

Parents/Guardians play a crucial role in supporting their child's learning and the implementation of this policy. They are expected to:

- Provide a suitable, quiet, and well-equipped environment at home where their child can concentrate effectively on completing their homework.
- Help their children to develop good study habits by encouraging a regular time for homework.
- Encourage their child to discuss their homework with them and offer support and guidance where possible.
- Help their child to develop good organisational and time-management skills.
- Monitor their child's homework completion and ensure that it is being done regularly and to a satisfactory standard.
- Help their child maintain a healthy balance between academic work and other aspects of their life, such as social activities and part-time employment.
- Be aware of the educational resources available to support their child's learning, including online resources, libraries and other learning materials.
- For controlled assessments or coursework, be aware of the curriculum requirements, deadlines and assessment criteria.
- Support their child in planning their workload effectively to meet deadlines for controlled assessments or coursework.
- Ensure their child understands the requirements and expectations of controlled assessments or coursework, including the expectation that deadlines are met.
- Help their child to identify and access relevant resources, including online resources, to support their research and preparation for controlled assessments or coursework.
- Advise their child on the importance of regularly saving and backing up all computer-based work.
- Encourage their child to communicate any problems or concerns about their homework, controlled assessments or coursework to their teachers.
- Ensure their child has all the necessary books, materials and resources, including appropriate access to information technology.
- Communicate with the school, particularly the Form Tutor, regarding any concerns or issues related to homework.

If parents have any concerns regarding homework, controlled assessment or coursework, they are encouraged to contact their child's Form Tutor in the first instance.

3.3 Teachers

Teachers are responsible for setting, monitoring and assessing homework in accordance with this policy. Their responsibilities include:

- Setting homework that is purposeful, challenging and directly related to the curriculum and classroom learning.
- Ensuring that homework tasks are clearly explained and that pupils understand what is expected of them.
- Expect that pupils have their Pupil Planner on their desk from the beginning of the lesson and provide adequate time for recording of homework.
- Ensure that all homework is marked on a regular basis and returned as soon as possible, in line with department guidelines.
- Ensure that all homework is corrected and pupils are clear of corrections.
- Providing clear deadlines for the submission of homework.
- Marking and providing timely, meaningful and constructive feedback on homework to support pupil progress.
- Monitoring the completion and quality of homework and addressing any concerns with individual pupils.
- Using homework to inform their teaching and identify areas where pupils may need additional support.
- Keeping accurate records of homework set and completed.

- Communicating with parents/guardians, as necessary, regarding any concerns about a pupil's homework.
- Ensuring that homework set is accessible to all pupils, including those with additional or special educational needs or disabilities.
- Providing support and guidance to pupils who are struggling with their homework.
- Ensuring that homework tasks are differentiated to meet the needs of all learners.
- Ensure that pupils do not have an excessive amount of homework set in the lead up to assessments or examinations.
- Ensure that report ratings are a true reflection of a pupil's homework record.
- Co-ordinating homework with other teachers to avoid overburdening pupils.

3.4 Head of Department

The Head of Department has overall responsibility for the quality and consistency of homework within their subject area. Their responsibilities include:

- Ensuring that the school's homework policy is implemented consistently within the department.
- Inclusion of planned homework activities in departmental schemes of work.
- Monitoring the quality and quantity of homework set by teachers in the department.
- Providing guidance and support to teachers on effective homework practices.
- Reviewing and evaluating the effectiveness of homework within the department.
- Ensuring that homework is aligned with the curriculum and assessment requirements.
- Addressing any concerns or issues related to homework within the department.
- Facilitating communication and collaboration among teachers regarding homework.

3.5 Senior Leadership Team

The Senior Leadership Team (SLT) has overall responsibility for the school's homework policy and its implementation. Their responsibilities include:

- Developing, implementing, and reviewing the school's homework policy.
- Ensuring that the homework policy is communicated effectively to pupils, parents/guardians, and staff.
- Monitoring the implementation of the homework policy across the school.
- Providing guidance and support to staff on effective homework practices.
- Addressing any concerns or issues related to homework at a whole-school level.
- Ensuring that the homework policy is consistent with the school's overall aims and objectives.
- Evaluating the effectiveness of the homework policy and making any necessary revisions.
- Providing resources and support for teachers to set and mark homework effectively.

4. Types of Homework

Homework can take many forms, depending on the subject, the age and ability of the pupils, and the purpose of the task. Examples of homework activities include:

- **Reading:** Reading set texts, research materials or for pleasure.
- **Written work:** Completing essays, reports, writing up an experiment, assignments or answering questions.
- **Problem-solving:** Solving mathematical problems, completing puzzles or working on practical tasks.
- **Research:** Gathering information from various sources, including books, the internet and other media.
- **Revision:** Reviewing class notes, preparing for tests or examinations.
- **Project work:** Completing extended projects or assignments, often involving independent research and creative work.
- **Preparation:** Preparing for upcoming lessons, presentations or performances.
- **Controlled Assessment/Coursework:** Completing specific tasks under controlled conditions, as required by examination boards.
- **Past Paper Practice:** Completion of past paper questions, either in whole or part, in line with current topics and course coverage.
- **Online activities:** Completing online exercises, research or interactive tasks.
- **Creative tasks:** Completing art projects, composing music or writing stories or poems.
- **Learning and memorisation:** Learning vocabulary, key facts or formulae.

It is important to understand that even if no formal homework has been issued, there is always an opportunity to develop knowledge and understanding of a subject through home learning. Pupils are expected to devote some part of every school day to the completion of homework or in extending their knowledge.

5. Time Allocation for Homework

The amount of time allocated to homework will vary depending on the year group, subject, and the individual needs of the pupils. The following guidelines provide a general framework:

- **Key Stage 3 (Years 8 - 10):** Approximately 1 – 1 ½ hours per evening, across a range of subjects.

- **GCSE (Years 11 - 12):** Approximately 1 ½ - 2 ½ hours per evening, with increased time allocated as examinations approach.
- **A Level/Level 3 (Years 13 - 14):** Approximately 2 ½ - 3 ½ hours per evening, with a significant emphasis on independent study and preparation for examinations.

These are guidelines, and the actual time spent on homework may vary. Teachers will ensure that the amount of homework set is reasonable and manageable for pupils. When homework is completed within the above approximate times pupils should devote the remainder of the time to revision, research or preparation for the next lesson.

6. Presentation of Homework

Pupils are expected to present their homework neatly, legibly and in an organised manner. Specific presentation requirements may vary depending on the subject and the nature of the task. In general, pupils should:

- Write clearly and legibly.
- Use appropriate grammar, spelling and punctuation.
- Organise their work in a logical and structured way.
- Follow any specific instructions provided by the teacher regarding formatting, layout or referencing.
- Submit work in the format requested by the teacher (eg handwritten, typed or submitted electronically).

7. Monitoring and Assessment of Homework

Teachers will monitor the completion and quality of homework. Homework may be assessed in a variety of ways, including:

- **Marking:** Providing written feedback on completed homework.
- **Verbal:** Teacher feedback provided verbally.
- **Self-assessment:** Pupils assessing their own work against specific criteria.
- **Peer assessment:** Pupils assessing the work of their classmates/peers.
- **Class discussion:** Discussing homework in class to check understanding and provide feedback.
- **Quizzes or tests:** Using homework as a basis for quizzes or tests to assess learning.
- **Observation:** Observing pupils' engagement with homework tasks in class.
- **Collection and review:** Collecting and reviewing homework to check for completion and effort.

Feedback on homework should be edifying, constructive and timely, helping pupils to identify their strengths and areas for improvement.

8. Support for Pupils

Cambridge House Grammar School is committed to providing support for pupils who may be struggling with their homework. This support may include:

- **Extra support sessions:** Providing additional support and guidance outside of regular class time.
- **Differentiated tasks:** Setting alternative or modified homework tasks to meet the needs of individual pupils.
- **Peer support:** Encouraging pupils to work together and support each other with their homework.

- **Use of technology:** Providing access to online resources and tools to support homework completion.
- **Communication with parents/guardians:** Working with parents/guardians to address any concerns about a pupil's homework.
- **Personal Learning Plans (PLP s):** For pupils with specific learning needs, homework will be set in accordance with their PLP.

Non-completion of Homework: The expectation is, that in normal circumstances, pupils complete all homework set. We foster an ethos of excellence and achievement, and we expect pupils to set high standards for themselves. Should there be issues with the non-completion of homework, submissions that do not reflect effort/ability, or persistent difficulty in meeting deadlines, Pastoral Support will contact home.

The following procedures will be followed if a pupil fails to do homework:

- The teacher should seek an explanation as to why the homework has not been completed and decide whether to record it on SIMS.
- Depending on circumstances, support should be offered or a verbal reprimand should be given and a new deadline for the homework set.
- After consultation with the teacher, the pupil is interviewed by the Head of Department, and if necessary, communicated to parents.
- Detention will be imposed by the Head of Department or Year if the pupil does not respond positively.
- Where a Head of Year or Key Stage becomes aware through SIMS data/School Dashboard that a pupil is failing to do homework across a range of subjects, they will phone home and apply appropriate sanctions. If the situation does not improve, parents will be invited to school for a formal interview with the HoY.

9. Communication and Review of the Policy

This homework policy will be communicated to pupils, parents/guardians and staff through various channels, including the school website and parent information evenings. The policy will be reviewed regularly by the Senior Leadership Team, in consultation with staff, pupils and parents/guardians, to ensure that it remains effective and relevant. Any revisions to the policy will be communicated to all stakeholders.

Approved by	Governors	Date	09.06.25
Last reviewed on	New Policy	Next review due by	June 2026

Signed:



Principal

Signed:



Chair of Governors

Date

09/06/2025

Whole School Marking Code

P - punctuation error: full stop, question mark, comma

SP - spelling mistake

NP - new paragraph required

^ - a word or words missed out

? - meaning unclear

 - grammar mistake

VF - verbal feedback given