



Calday Grange
Grammar School

HOMEWORK POLICY

**Approved by Full Governing Body:
Date of next review:**

**14th December 2023
September 2025**

Rationale

“The evidence shows that the impact of homework, on average, is five months additional progress.” (The Education Endowment Foundation)

Homework is an essential part of learning as it provides an opportunity to consolidate and reflect on learning and to prepare for future learning. Good homework gives students the chance to discover and explore more about their learning and to take ownership of it. Homework should also develop valuable skills such as concentration, independence of thought, time management, research and academic rigour so that all students leave ready for study at university level and future employment.

While recognising the central role of homework the school also intend that Calday Grange Grammar School students should emerge as well-rounded individuals. It is with this in mind that we have calculated maximum allowances for homework but presented them within a structure which allows sufficient flexibility for students to engage in other valuable pursuits.

EduLink is the online platform that teachers will use for the setting and monitoring of homework. Where students have been issued with planners, they should be recording and planning their independent work using these. All staff will use EduLink to set homework, all students will use it as a means of accessing set homework and all parents will have access to see what work has been set. In addition, resources may also be posted on Google Classroom.

Aims

Homework is set in order to:

- Encourage students to develop effective meta thinking and time management techniques and the self-discipline needed to be lifelong learners.
- Consolidate, reinforce and extend the material covered in lessons.
- Prepare students for new learning activities.
- Enhance opportunities for independent learning.
- Involve parents and carers in student learning.
- Create channels for home-school dialogue.

Therefore, homework at Calday Grange Grammar School should meet at least one of these core principles:

Embed - consolidate learning that has taken place in the classroom e.g. revision for assessment or learning key knowledge

Practice - refine knowledge and procedures learnt in the classroom based on feedback from the teacher e.g. redrafting or improving work

Extend - move learning beyond what has been achieved in the classroom e.g. adding breadth to existing knowledge.

Apply - use learning from the classroom to complete a specific task e.g. writing a practice exam question based on content covered in the lesson.

Prepare - Look ahead to future learning e.g. researching a given topic prior to the lesson.

Principles

- Homework must be challenging and appropriate for individual students. It must be purposeful and support the development of students' understanding. Tasks set should move beyond finishing off classwork.
- Homework should incorporate scholarly reading for each subject throughout the year.
- Homework must be varied and sustainable for teachers and for students.
- We are seeking consistency in: the quality, range and frequency of homework set; in the way it is marked; and completion rates monitored.
- The setting and reviewing of homework will require adequate time during lessons.
- Homework may arise from a lesson, or even precede it as an element of 'flipped learning'. This link between lessons and homework should be made clear to students.
- Whilst generic homework tasks are entirely appropriate in many circumstances, outstanding homework is usually adapted, so challenging the individual areas of development for each student.
- Homework must encourage engagement and ownership by parents and students.
- Homework must be proactively monitored and developed at all levels.
- Homework in itself does not aid learning and progress- the right quality, frequency and assessment of it *does*.

The teacher will:

- Make standards and objectives of homework explicit to students.
- Set clear expectations and model homework in terms of style and amount of work. This will support students in building their own meta thinking skills.
- Set appropriate tasks that are to be completed outside of the lesson and direct students to appropriate resources finding their own connections. E.g. Google drive, library, hand-outs, etc. These tasks should stretch, challenge and extend learning.
- Promote the use of homework as a meaningful learning opportunity.
- Plan against what children know/can do/understand.
- Assess homework in line with the whole school and faculty marking policy.
- Enter the homework on Edulink and explain why the task is important and why they are doing it.

The student will:

- Know what to do and what standards are expected, building up their ability to find connections and become more automatic in their approach to managing homework and revision.
- Have a record of what the task is as well as when it is due for submission.
- Manage his/her time appropriately in order to complete the task(s) to the best of his/her ability.
- Know what has been achieved against known success criteria and what to do next.

Leaders will:

- Ensure Curriculum Maps are in place that enable appropriate homework tasks to be set.
- Monitor the quality and frequency of homework.

Homework Allowances

To allow for the different patterns and needs of homework in different subjects we do not have a rigid homework timetable. Instead, we offer these recommended allowances as guidance for each subject in each year group up to the end of Year 11. These have been made with consideration to the number of timetabled periods in each subject in each year and the recommendations of Heads of Faculty.

These allowances will be regarded as a maximum for the subject in any two week cycle and can be used flexibly. Teachers will take account of a student’s overall load in any two-week cycle before setting a due date. There will be occasions when teachers do not feel it appropriate to use their homework allowance for a two week cycle at all or may, by arrangement, choose to carry over this time to a later date to facilitate more sustained in-depth work by students. Some subjects will choose to set extended homework projects to be completed over a half term and submitted at the end. Where this is the case regular reminders and checkpoints will be put in place to support students. Similarly there will be students who wish to spend more time on given tasks. We strongly support them in doing so as long as it is not detrimental to their overall wellbeing or at the expense of other work set.

In addition, Year 10-13 students studying for public exams are expected to spend time revising and consolidating their knowledge and understanding.

Homework Allowances (this should include specific assigned tasks set via Edulink and suggested independent tasks as below or as recommended by class teachers.)

Subject	Year 7	Year 8	Year 9	Subject	Year 10	Year 11
English	60 minutes			English	80 minutes	
Maths	60 minutes			Maths	80 minutes	
Science	40 minutes			Sciences	60 minutes	
Geography	40 minutes			Humanities	60 minutes	
History	40 minutes			MFL	60 minutes	
MFL	40 minutes			Options	60 minutes	

In Years 7,8 and 9, Music, Technology, TPE., Drama and Art homework will be set as necessary.

Homework Allowances for the Sixth Form

The highest grade at A level, the A*, will reward exceptional performance in any subject area. Such performance is recognised by the exceptional depth and breadth of understanding and knowledge shown by an A level candidate.

These qualities are fostered by study which is independent and exploratory. Therefore, while some homeworks will continue to be set with the intention of embedding skills or knowledge arising out of classwork, most homework set in the Sixth Form will require more from the student. It will be more open ended, encouraging independent research and enquiry by the Sixth Form student.

Longer timescales are typically allowed at Sixth Form to foster an exploratory approach to studies so it is not possible to specify how many hours a night should be done. However, effective time management is essential to managing advanced studies. Deadlines for homework will be clearly set and teachers will issue interim deadlines where this is helpful, e.g. for NEA work. Students will be closely monitored by teachers and Tutors in the early stages of the Sixth Form to ensure that they are managing their time wisely i.e. allowing themselves ample opportunity for amassing resource material, absorbing it, reviewing and refining ideas and then executing the task in hand for the due date.

Because of the factors alluded to above, setting a specific number of hours in a week for homework at Sixth Form level is difficult but in the Lower Sixth, as a rule of thumb, aiming for at least the same amount of time outside the classroom as in it per subject will be a useful starting guide.

Special Considerations

- Special Needs and Disability

Teachers will be mindful of students with Special Needs whether educational, physical or mental in the setting of homework and make appropriate adjustments in line with advice given by relevant specialists.

- In School Provision

Caldy Grange Grammar School will provide the opportunity for homework to be completed in the LRC (library) in a conducive environment for those students who require it.

This policy will be reviewed in September 2025.