



SEXEY'S
SCHOOL

Homework Policy

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Policy last reviewed by	Helen Cullen
Governing Body Link	
Policy Level	School level at LGC

Sexey's School Homework Policy

Purposeful. Curriculum-linked. Accessible. Followed up.

Purpose

Homework at Sexey's should help students revisit important knowledge, practise key skills, prepare for future learning and develop increasing independence.

This policy sits alongside the Sexey's Homework Guide, which provides practical guidance for staff.

Research from the Education Endowment Foundation suggests that homework can have a positive impact in secondary schools when it is carefully designed.

At Sexey's, homework should be:

- **Purposeful**
- **Curriculum-linked**
- **Accessible**
- **Followed up**

1. Purposeful

Homework should have a clear learning purpose.

It should help students to:

- retrieve and consolidate learning
- practise and apply key skills
- prepare for future learning and assessment
- develop independence and improve their work

2. Curriculum-linked

Homework should connect directly to classroom learning.

It should link to:

- prior, current and future learning
- assessment preparation
- wider disciplinary understanding

3. Accessible

Homework should be designed so that students can complete it successfully and independently.

Teachers should ensure:

- the task is clear, achievable and appropriately challenging
- students have the knowledge, resources and support needed to succeed
- barriers relating to SEND, disadvantage, technology or home circumstances are considered

Designing accessible homework supports Teachers' Standard 5 by responding to students' differing needs, abilities and circumstances.

At Key Stage 3, homework should not routinely rely on mobile phones or digital platforms. This supports the school's phone-free culture, reduces digital pressure at home and helps ensure that students without reliable device access are not disadvantaged.

Digital platforms may be used where departments, such as Maths, have a clear rationale, but students should not be disadvantaged by lack of access.

4. Followed up

Homework should be checked, reviewed, discussed or used. This does not mean every homework task requires detailed written marking. The follow-up should match the purpose of the task and should be manageable for staff.

Homework may be followed up through:

- completion checks and discussion
- self, peer, verbal or whole-class feedback
- re-teaching, modelling or use in subsequent lessons

Effective follow-up supports Teachers' Standard 6 by making productive use of assessment to identify misconceptions and inform future teaching.

Homework expectations by key stage

Homework expectations should be proportionate to age, curriculum time and assessment demands.

Key Stage	Frequency	Time per homework
KS3	Core subjects: once per week. Non-core subjects: once per fortnight, typically every 3 lessons or equivalent.	20–30 minutes
KS4	Core subjects: once per week. Non-core subjects: minimum of once per fortnight, typically every 3 lessons. Departments should use professional judgement around coursework, assessment points and revision periods.	30–45 minutes in Year 10. 45–60 minutes in Year 11.
KS5	The emphasis should increasingly shift from homework to independent study, including reading, retrieval, revision, exam practice and responding to feedback.	Approximately 4 hours per subject per week.

Setting homework

When setting homework on Arbor, teachers should make clear:

- what students need to do and why
- when it is due and how long it should take
- what success looks like and how students can access support

Recognition, completion and support

Homework should be recognised positively. Students should receive a commendation on Arbor for homework completion. Additional commendations should be awarded for exceptional effort, quality, independence or improvement.

Homework completed



Commendation recorded on Arbor



Exceptional effort, quality, independence or improvement?



Additional commendation recorded on Arbor where appropriate

Homework not completed



Check for barriers

Consider whether there is a genuine issue with understanding, organisation, access, SEND need or home circumstance.



Set a clear completion expectation

Student expected to complete the homework by an agreed deadline.



Has the homework been completed by the agreed deadline?

Yes



Homework completed

Completion recognised as appropriate.

No



Non-completion recorded on Arbor so that emerging patterns can be identified and support provided where needed.



Support completion

Student attends homework support to complete the work.



Repeated non-completion without valid reason?

Yes



Consequence recorded on Arbor

Further support and accountability put in place.



Persistent concerns

Follow up through parents/carers, tutors and Heads of Department as appropriate.

Equity and access

The school recognises that students' home circumstances vary. Some students may not have access to a quiet study space, adult support, reliable technology or the same resources as others.

Homework should therefore be designed with accessibility in mind.

Teachers should not set homework that:

- creates unnecessary barriers to access
- requires significant adult support
- is unclear, excessive or unfamiliar

Workload and marking

Homework should be manageable for staff.

Teachers are not expected to provide detailed written marking for every homework task. The method of follow-up should be proportionate to the task and its purpose.

Appropriate follow-up may include:

- checking completion and addressing misconceptions
- self, peer or whole-class feedback
- using the homework to inform future teaching

The focus should be on whether homework improves learning, not on producing evidence of marking.

9. Quality assurance

Quality assurance will focus on the impact and consistency of homework, not on a single preferred format.

Leaders must ensure:

- homework is purposeful, accessible and linked to the curriculum
- homework is recorded and followed up appropriately
- positive habits are recognised and non-completion is addressed

Effective homework practice supports Teachers' Standards 1, 5 and 6 through high expectations, responsive teaching and effective use of assessment.

References

Department for Education. 2016. *Eliminating unnecessary workload around marking*.

Education Endowment Foundation. *Homework: Teaching and Learning Toolkit*.

Education Endowment Foundation. *Metacognition and Self-Regulated Learning*.

Education Endowment Foundation. 2021. *Teacher Feedback to Improve Student Learning*.

Ofsted. 2025. *Education Inspection Framework*.

Department for Education. 2021. *Teachers' Standards*.