



SEXEY'S
SCHOOL

Homework Policy

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Review Date	September 2027
SLT Lead	Dan Glover
Policy last reviewed by	Adam Thomas
Level of Policy	School level

Sexey's School Homework Policy

Purposeful | Curriculum-linked | Accessible | Followed up | Recognition and Completion

Purpose

Homework at Sexey's should help students revisit important knowledge, practise key skills, prepare for future learning and develop increasing independence. It must be carefully designed, recorded clearly and followed up consistently.

This policy sets the school's expectations and should be read alongside the Homework Guide and the Homework Support and Catch-Up Procedure.

Core principles

Principle	Expectation
1. Purposeful	Has a clear learning purpose: retrieval, consolidation, practice, preparation, revision or improvement.
2. Curriculum-linked	Connects directly to prior, current or upcoming learning and assessment.
3. Accessible	Is clear, achievable, appropriately challenging and can be completed independently using available resources.
4. Followed up	Is checked, reviewed, discussed or used in later learning; detailed written marking is not routinely required.
5. Recognition and completion	Positive habits are recognised and required homework that is not submitted is followed up consistently.

Accessible homework

Teachers must consider barriers relating to SEND, disadvantage, understanding, organisation, technology and home circumstances. Students should have the knowledge, resources and support required to complete the task successfully.

At Key Stage 3, homework should not routinely rely on mobile phones or digital platforms. Digital platforms may be used where a department has a clear curriculum rationale, but students must not be disadvantaged by lack of access.

Homework expectations by key stage

Expectations should be proportionate to students' age, curriculum time and assessment demands.

Key stage	Frequency	Typical duration
	Core subjects: weekly. Non-core subjects: fortnightly, typically every three lessons or equivalent.	20-30 minutes
KS4	Core subjects: weekly. Non-core subjects: at least fortnightly, typically every three lessons. Departments use professional judgement around coursework, assessment and revision.	Year 10: 30-45 minutes Year 11: 45-60 minutes
KS5	Increasing emphasis on independent study, including reading, retrieval, revision, exam practice and responding to feedback.	Approximately four hours per subject each week

Setting homework on Arbor

All homework must be recorded clearly on Arbor. Students should know:

- the task and its learning purpose
- the expected duration and due date
- what successful completion looks like

- where resources and support can be accessed

Following up homework

Homework must be checked or used. Follow-up should match the purpose of the task and may include:

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

Recognition and completion

Homework completed to the expected standard should be recognised with House Points on Arbor.

Exceptional effort, quality, independence or improvement should receive additional recognition where appropriate.

Required homework not submitted

Where homework was clearly set and recorded, the deadline has passed and there is no valid reason for non-completion, the following process applies:

1. **Check for barriers.** Consider absence, understanding, SEND, disadvantage, organisation, technology and home circumstances. Adapt the task, support or deadline where a genuine barrier exists.
2. **Record 'Ready - Homework not complete (Level 1 Negative)'** on Arbor and assign it to the referring teacher.
3. **Use the incident summary:** Subject | task | where the work or resources can be found.
4. Tell the student that they must attend Homework Catch-Up in IT2 on the following school day. Friday referrals attend on Monday. Their name will appear in the daily behaviour bulletin so that tutors can reinforce the instruction.
5. Provide accessible work and check that it is completed. The referring teacher retains responsibility for the academic follow-up.

Homework support provision

Provision	Purpose	Location and time
Homework Club	Voluntary support for organisation, instructions, resources or a suitable place to work. It is not a behaviour consequence.	IT1 12:25-12:55
Homework Catch-Up	Mandatory completion following a Level 1 Arbor referral.	IT2 12:25-12:55

Failure to attend Homework Catch-Up

A student who was present in school but failed to attend has failed to follow a reasonable staff instruction.

'Ready - Failed to attend Homework Catch-Up (Level 2 Negative)' will be recorded on Arbor sending an automated 'Missed Homework Catch-Up' correspondence to primary guardians through an Arbor mail merge. The student is not rebooked.

Students absent from school are booked into the next session they can attend without a Level 2 negative or failure-to-attend correspondence. Repeated non-attendance, or three homework referrals within four weeks, triggers review by the tutor, Head of Department and pastoral team.

Equity and access

The school recognises that students' home circumstances vary. Homework must not create unnecessary barriers, require significant adult support or assume access to a quiet study space, reliable technology or resources that have not been provided.

Workload and marking

Homework should be manageable for staff. Teachers are not expected to provide detailed written marking for every task. Follow-up should be proportionate and focus on whether the homework improves learning, not on producing evidence of marking.

Roles and responsibilities

- Teachers: set purposeful and accessible homework, record it on Arbor, make referrals and complete the academic follow-up.
- Pastoral support assistants: administer the daily referral list, update names in the behaviour bulletin, complete Level 2 entries.
- Lunchtime staff: register and supervise Homework Club and Homework Catch-Up.
- Heads of Department and pastoral staff: identify and respond to recurring patterns.

Quality assurance and review

Quality assurance will focus on the impact and consistency of homework rather than a single preferred format. Leaders will consider whether homework is purposeful, curriculum-linked, accessible, recorded clearly, followed up appropriately and recognised positively.

The Homework Catch-Up system will be reviewed after three weeks using referral numbers, attendance, repeat cases, room capacity and staff workload. The wider policy will be reviewed through the school's normal policy cycle.