



# The Wilnecote School

## **Title of Policy:** Homework Policy

|                                                                                       |                 |
|---------------------------------------------------------------------------------------|-----------------|
| Member of leadership team with lead responsibility for oversight and update of policy | Mrs. J Marsland |
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| Policy review date                                                                    | July 2029       |

# Homework Policy

At The Wilnecote School, we recognise the importance of homework in developing students' knowledge and skills beyond the classroom. The setting of regular, meaningful homework helps each child make good progress towards success in their examinations.

## Aims of Homework

- To provide opportunities for students to work independently and take responsibility for organising their own work.
- To encourage students to develop the confidence and self-discipline to work on their own.
- To help students recognise the link between good study habits and high standards of achievement.
- To provide further curriculum coverage through the integrated planning of classwork and homework.
- To help parents/carers understand what their children are learning in school and encourage their participation.
- To prepare students for future learning.
- To check students' understanding of knowledge.
- To consolidate or extend learning.
- To practise core examination skills.

## Types of Homework

### Reinforcing Learning

Building on learning that has taken place in lessons through deliberate practice, revision, relearning, or the learning of vocabulary and spellings. This type of homework can also be used to assess students' understanding and mastery informally.

### Extending Learning

Developing a wider or deeper understanding of a topic. Curriculum reading tasks are one example of extended learning.

## Independent Learning

Learning without direct teacher support and developing skills of self-motivation and self-direction. This may involve students processing and evaluating information and using it to manage their own learning. Students may work independently, in pairs, or in groups. The level of guidance may be reduced, although scaffolding may still be required depending on students' age and ability.

## Go4Schools

Homework will be shared with parents/carers via Go4Schools. The use of this platform will encourage clear communication between home and school. By being fully informed, parents/carers will be better placed to support their child in completing high-quality homework.

Guidance for teachers on how to input homework onto Go4Schools can be found on the support and technical help page of the website, or by using the following link:

<https://www.go4schools.com/schools/NC/Ashx/SupportOnlineResourceHandler.ashx?sorid=682&sorv=2>

Parents/carers and students can find guidance on how to access homework schedules via the Go4Schools support and technical help page using the document *Guide to Parent/Student View Settings*, or by using the following link:

<https://www.go4schools.com/schools/NC/Ashx/SupportOnlineResourceHandler.ashx?sorid=739&sorv=2>

## Responsibilities

### Students are responsible for:

- having their planners;
- accessing Go4Schools;
- meeting deadlines;
- catching up on missed work following absence;
- resolving problems with homework before the deadline and speaking to the appropriate teacher if necessary;

- spending the allocated time on homework;
- taking pride in their work by completing tasks to the best of their ability.

### **Parents/carers are responsible for:**

- supporting their child with homework;
- checking Go4Schools regularly;
- providing a suitable space for homework or encouraging their child to use school facilities;
- encouraging their child to meet deadlines and supporting the school when sanctions are issued for missed deadlines;
- valuing homework and reinforcing how it supports progress;
- praising their child when homework is completed well;
- providing basic stationery equipment, including pencil crayons and glue.

### **Subject teachers are responsible for:**

- planning homework as an integral part of the curriculum;
- setting tasks that can be completed within the allocated timeframe;
- adapting and scaffolding tasks where appropriate;
- setting varied and meaningful tasks;
- monitoring extended homework tasks regularly, particularly those linked to GCSE coursework;
- checking students' understanding of homework tasks and ensuring they are recorded appropriately;
- valuing homework through live feedback and the awarding of value points;
- ensuring homework is uploaded to Go4Schools.

### **Heads of Department are responsible for ensuring:**

- the homework policy is shared with colleagues;
- colleagues follow the principles of the homework policy;
- homework is planned effectively within departments;
- the quality of homework is monitored and reviewed;
- colleagues monitor homework completion and quality, and take appropriate action where standards are not met;
- colleagues use Go4Schools consistently;

- colleagues adhere to the teacher responsibilities outlined in this policy.

## Teacher Workload

There is no expectation that homework tasks will be formally assessed through written marking. However, teachers must monitor, acknowledge, and explicitly value homework by:

- awarding value points for good work;
- providing formative feedback through:
  - explicit verbal praise where appropriate;
  - live verbal feedback;
  - book flicks and whole-class feedback;
  - peer and self-assessment opportunities;
  - self-marking quizzes;
  - self-marked low-tariff Do Nows/tests;
  - web-based programmes such as Hegarty Maths, Educake, and Seneca;
- monitoring homework completion and issuing sanctions after a reasonable grace period.

## Allocation of Homework

### KS3

| Weekly    | Fortnightly     | Termly      |
|-----------|-----------------|-------------|
| Languages | Computing       | ADT Project |
| Maths     | Art             |             |
| English   | Performing Arts |             |
| Science   | Technology      |             |
|           | History         |             |
|           | RE              |             |
|           | Geography       |             |

- Year 7 students are expected to spend approximately 1 hour per night on homework.
- Year 8 students are expected to spend approximately 1 hour and 15 minutes per night on homework.

- Year 9 students are expected to spend approximately 1 hour and 30 minutes per night on homework.

In some subjects, longer projects or extended pieces of homework may be set. In these cases, tasks should be broken down into smaller stages to help students manage their time effectively. Additional time will be provided for lengthier tasks.

Teachers will aim to provide at least 7 days for homework completion to allow students to manage their workload effectively. However, due to curriculum demands, shorter timeframes may occasionally be necessary, although never fewer than 3 days.

In addition to set homework, students are expected to read for 20–30 minutes each evening.

## **GCSE**

At GCSE, students should receive homework once a week from each subject.

Students are expected to complete approximately 2 hours of homework per night.

Teachers will aim to provide at least 7 days for homework completion to allow students to manage their workload effectively. However, due to curriculum demands, shorter timeframes may occasionally be necessary, although never fewer than 3 days.

In addition to set homework, it is strongly recommended that students read for 30 minutes each evening.

The pattern of homework may change at certain points in the year, for example before examinations or during coursework/practical assessment periods.

For additional support, parents/carers can access recommended online platforms and revision resources via the school website.

## **Reasonable Adjustments**

The school will consider reasonable adjustments to this homework policy on a case-by-case basis.

All students are expected to attempt homework. However, where appropriate and agreed by the school, reasonable adjustments may be made for students with specific individual needs, including adjustments to the expected completion timeframe.

## Homework Club Plan: Replacing Detentions with Supportive Intervention

### Introduction

The new **Homework Club model** aims to shift the focus from punishment to support. It promotes accountability while fostering motivation, positive relationships, and a culture of academic success. The approach balances **insistence and support**, ensuring all students complete homework while being encouraged and praised for their efforts.

### Rationale

- The traditional detention model does not improve homework completion or address the reasons behind non-submission.
- Students who have not done homework should not sit alongside those involved in serious behavioural incidents.
- Sitting in detention does not help rectify the issue of missing work or identify learning barriers.
- A structured, positive, and responsive approach is needed — one that motivates students and provides academic support while maintaining accountability.

### The Homework Club Model

Homework clubs will replace homework detentions. They will operate on two tiers:

- **Compulsory Homework Club:** For students who fail to submit homework on time.
- **Voluntary Homework Club:** For students seeking extra help, equipment, quiet space, or motivation to work.

This dual structure encourages a positive cultural shift, where homework completion is supported rather than punished.

### Capacity and Staffing: Detention hall adjustments

- Fewer detentions overall will allow a reduction in teacher presence in the main hall.

- Staffing for main detentions: 1 SLT member + 1 Pastoral staff + 1 teacher (to be staffed by larger department for equity).
- Two staff members will be freed up to supervise Homework Clubs. However, for 3 clubs to take place there is a need for a third teacher.

## Weekly Structure

- No Homework Clubs on Monday or Friday to protect staff workload and ensure consistency.
- Homework Clubs to run Tuesday–Thursday with proposed subject/faculty rotation:

| Day       | Faculties Present              |
|-----------|--------------------------------|
| Tuesday   | Science, Humanities, MFL       |
| Wednesday | Maths, IT, Performing Arts, PE |
| Thursday  | English, ADT,                  |

Each faculty will provide one staff member per session to support students, ensuring access to subject-specific help.

## Subject compulsory homework days to run within the voluntary homework club

Each faculty allocates one teacher to supervise a group of students (e.g., in Room 48) to:

- Support homework completion.
- Address barriers (organisation, understanding, resources).
- Encourage and motivate engagement.

**HoD are responsible for providing the homework club rota to Adam Brett.**

## Accountability and Procedure

### Step 1 – First missed homework

#### Action:

- Teacher logs the incident on **ClassCharts** and sends toggle all message to parents.
- Message:  
*“No homework submitted. Please check Go 4 Schools for details. You are invited to homework club in the interim if you require support or equipment. If the homework is not completed by our next lesson, you will be expected to attend Compulsory Homework Club the week after.”*



- Behaviour point recorded – **H1**.
- Record kept in markbook or white folder for tracking.
- If the homework is completed then no further action is taken
- If the homework is not completed an **H3** is issued – this is a **compulsory attendance at homework club**.
- Failure to attend a H3 (compulsory homework club) will result in the issuing of a C4 and the application of the usual behaviour policy.

## **Step 2 – Second Missed Homework within a term**

### **Action:**

- Teacher logs the incident on **ClassCharts** and sends toggle all message to parents.
- Message:  
*“No homework submitted. Please check Go 4 Schools for details. You are invited to homework club in the interim if you require support or equipment. If the homework is not completed by our next lesson, you will be expected to attend Compulsory Homework Club the week after.”*
- Behaviour point recorded – **H2**.
- Record kept in markbook or white folder for tracking.
- If the homework is completed then no further action is taken
- If the homework is not completed an **H3** is issued – this is a **compulsory attendance at homework club**.
- Failure to attend a H3 (compulsory homework club) will result in the issuing of a C4 and the application of the usual behaviour policy.

**HOWEVER: As this would be the second missed homework within a term the following process must also be followed:**

- If the student has **SEND or Pupil Premium (PP)** status, a call home is made to discuss support needs.
- Teacher continues to encourage attendance as a positive intervention rather than a punishment.

## **Step 3 – Third missed homework within the term**

### **Action:**

**Follow the procedure as for the second missed homework but as this will be the third missed homework in the term please follow the additional protocol.**

- For **PP or SEND students**:
  - Speak to HoD to discuss the possible strategy of an indefinite Homework Club arrangement until consistent improvement is shown.
- For **non-PP/SEND students**:
  - Call home to discuss the issue, similar to the Step 2 process.
- Patterns are monitored; repeated non-completion triggers a review meeting with parents and Hoy/HoD.

Note: All “episodes” of missed homework are tracked within the same term to maintain fairness and consistency. Clean slate each half term.

Please be aware that our ultimate goal is to get the homework completed. If the homework is completed within 15 mins then the student can go home, even if attending a compulsory homework club. If a student misses the stage 1 deadline but then completes the homework before the compulsory homework club at stage 2, then we have achieved our goal, and the compulsory homework club can be removed.

### **Communication and Monitoring**

- Teachers deliver a consistent script when homework is missed (H1 stage).
- H2/H3 follow-ups are automated for tracking, ensuring no missed accountability.
- Logs in markbooks (white folders) ensure transparency across departments.
- Faculties are encouraged to analyse patterns and discuss homework engagement at departmental meetings.