St Peter's
Collegiate Academy

Homework Policy

Owner:	AP Teaching & Learning
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Three Spires TRUST
'Life in all its fullness'

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Contents:

Statement of intent

1. Legal framework
2. Responsibilities
3. Our approach to homework
4. Absences
5. Students who fail to complete homework
6. Marking homework
7. Students with SEND
8. Equal opportunities
9. Monitoring and review

Statement of intent

St Peter's Collegiate Academy is a vibrant, enthusiastic, forward thinking Church of England Academy and safe learning environment in which students are given every opportunity to complete a fulfilling education.

We believe that homework plays an important part in education and builds vital skills for future success, including in the world of work. We are also aware that students have opportunities and experiences outside of the academy that are equally important in developing and enriching their lives. We will give careful consideration to ensuring homework is well-balanced across the academy. Our aim is to reward and praise all homework that is completed.

This Homework Policy was developed in consultation with staff members, students, and with the full agreement of the governing board.

Aims

This policy aims to:

- Develop a consistent approach to homework throughout the academy.
- Make sure that teaching staff, parents and students are aware of their responsibilities with regards to homework.
- Ensure that parents understand what is expected of their child.
- Encourage students to develop the responsibility and self-discipline required for independent study.
- Embed knowledge and support students' learning experiences through revision and reinforcement.
- Encourage students to read widely and often in all subject areas, both for academic purposes and for pleasure.
- Work with parents and involve them in their child's learning, and to keep them informed about the work their child is undertaking.
- Use homework as a tool for raising standards, progress and attainment, and to access cultural capital.
- Extend learning beyond the classroom, promote a love of learning, and encourage intellectual curiosity.
- Ensure opportunities for students to consolidate their classroom learning, and further develop skills, knowledge and understanding.

1. Legal framework

1.1. This policy has due regard to all relevant statutory and good practice guidance including, but not limited to, the following:

- DfE (2019) 'Ways to reduce workload in your school(s)'
- Ofsted (2019) 'School inspection handbook'
- Ofsted (2019) 'School inspection handbook – section 8'

1.2. This policy operates in conjunction with the following academy policies:

- Marking and Feedback Policy
- Teaching and Learning Policy
- Behavioural Policy

2. Responsibilities

2.1. The Governing Body, Head of School and Senior Leadership Team are responsible for:

- Frequently checking the policy's compliance with statutory and good practice requirements.
- Monitoring the effectiveness of this policy.
- Reviewing the policy every two years and making appropriate updates as required.
- Discussing with staff the extent to which this policy is being implemented.
- Meeting with parents as appropriate.
- Providing parents with information about homework.
- Informing new parents about the Homework Policy.

2.2. Heads of departments are responsible for:

- Ensuring all members of staff within their department are aware of the academy's Homework Policy.
- Monitoring the effectiveness of this policy within their department and reporting their findings back to the Head of School.
- Answering any queries that teaching staff have regarding this policy and the academy's practices.

2.3. Teachers are responsible for:

- Planning and setting up a regular programme of homework for students.
- Monitoring homework regularly and rewarding students who are completing it.
- Marking homework where applicable and acknowledging completion of all tasks.
- Providing an explanation of homework tasks and ensuring that all students understand the expected outcomes.
- Varying tasks over time to cater for different learning styles using the '3 R' model.

- Making instructions and deadlines accessible to students; copied into books by students, on handouts, posted on Google Classroom, set on another online platform.
- Ensuring all homework is purposeful and links directly to the curriculum.
- Planning for dedicated time to discuss homework. This may be during lesson times or offered outside of lesson time, as appropriate.
- Setting homework that is appropriate to students' abilities, needs, and with reasonable adjustments for SEND students where necessary.
- Ensuring homework takes equal opportunities into account and that reasonable adjustments are made of SEND students.
- Providing extension and challenge opportunities for students outside of lesson time.
- Rewarding quality work and effort, and praising students who regularly complete homework.

2.4. Parents are responsible for:

- Supporting and encouraging the completion of homework, including referring to the homework page on the academy website to help their child organise their time effectively.
- Ensuring that students regularly check for homework tasks in all subjects on google classroom.
- Engaging with their child's homework and encouraging their child to have a positive attitude towards it.
- Making sure that their child completes homework to a high standard.
- Providing suitable conditions and resources for their child to complete homework.
- Praising their child and celebrating achievements with regards to their homework.
- Informing teachers of any issues that may arise and co-operating with the academy to find a solution.
- Keeping the academy informed of any change in circumstances which may affect their child's learning and ability to complete homework effectively.
- Encouraging their child to discuss homework and feedback from teachers.

2.5. Students are responsible for:

- Their own learning outside of lessons.
- Having a positive approach towards homework and completing additional homework tasks.
- Putting the same effort into homework as class work.
- Making sure they understand the tasks and seeking clarification if required.
- Not plagiarising or relying on copying and pasting content.
- Using their initiative to research and read around the subject area when possible.

- Ensuring that they have everything they need to complete homework and returning to the academy all books/stationery borrowed when completing homework.
- Taking pride in the presentation and content of their homework and performing to the best of their ability.

3. Our approach to homework

3.1. The academy understands that setting, marking and providing feedback on homework is a large contributor to the workload of teachers; therefore, heads of departments and teachers ensure that homework only takes place to positively impact students' progress.

3.2. Our updated homework model at St Peter's will follow 3x key themes which we call 'The 3 R's'. Our innovative homework model looks to solidify existing learning and offer opportunities to develop wider knowledge using parental, societal and project based learning.

3.3. Retrieving – Research shows that this is the key element to homework. Retrieval practice is a strategy of recalling facts, concepts or events from memory in order to enhance learning. The act of retrieving something from your memory actually strengths the connections making it more likely to be recalled in future. Reading – Reading enables students to develop more understanding around current topics and gain understanding about future topics. Reading content linked to learning increases independence and students to develop wider and contextualised knowledge.

Rewarding – Homework has to be rewarding. This can be through developing cultural capital, involving parents and much more. If a student can see the relevance of their learning this can automatically increases importance and enjoyment.

3.4. There are always homework opportunities and additional learning experiences for students to complete at any point during the academic year using the homework sheets. Teachers will direct students to tasks twice each half term but students and families are encouraged to complete the other non-compulsory additional learning opportunities on the sheet.

3.5. Expected homework will be set via google classroom, a minimum of twice every half term.

3.6. Homework can then be accessed via an upload to google classrooms or by going on the academy website and clicking the homework tab on the curriculum menu.

3.7. Parental and Student guides to homework are accessible on the academy website.

3.8. If a teacher has a query, their head of department is available to offer guidance and support regarding the academy's procedures.

3.9. Teachers ensure that students are informed and reminded of what is expected of them with regards to homework within subjects.

3.10. Homework will be set in a variety of ways which best suit the subject, topic area and class.

3.11. All students should receive a minimum of 2 pieces of homework per subject per half term.

3.12. Students' homework activity is designed to take around 30 minutes. Depending on the age of the student and/or the task set this may be more or less. The amount of

homework set for students is likely to increase as they progress through their education.

3.13. Homework will mainly be self-marked so instant feedback can be given to students. Where homework is not marked online the class teacher will acknowledge completion next lesson.

3.14. Students are expected to complete as much homework as possible and then evidence this to their class teacher for praise and reward every time.

3.15. Parents are encouraged to view all homework sheets and support their child's learning through completion of the rewarding section.

3.16. Teachers may occasionally set extra homework for the whole class if they deem it beneficial.

3.17. During periods of remote learning, the setting of homework will be reviewed and communicated, taking into account the wellbeing of students and teachers.

3.18. The table below shows examples of common homework activities. Tasks may be set in addition to or instead of the activities below, and variety of task and content is encouraged.

4. Absences

4.1. If a student is absent due to illness, there is no expectation that homework will be completed.

4.2. In the case of planned absences, students should contact their class teachers to clarify if homework has been set.

4.3. Arrangements in the case of long term student absence will be agreed with Head of Year and parents/carers in the best interest of the student.

5. Students who fail to complete homework

5.1. We encourage students to complete homework for every subject every term but understand there are lots of factors that can affect the completion of these tasks

5.2. The academy runs regular homework clubs after school to provide support and facilities to complete homework tasks. Specific enrichment and enhancement sessions may also be appropriate and guidance can be sought from subject staff.

5.3. Teachers keep records of students' homework

5.4. If students fail to complete compulsory homework, teachers will discuss with the student if they need any support and will record instance on Arbor with a B1-Missing Homework, the teacher also may contact parents to explore solutions if needed.

6. Marking homework

6.1. Homework may be marked in a variety of ways from online self-marking to verbal acknowledgment and rewards in lesson.

6.2. Occasionally, homework may be marked and/or feedback provided verbally to the student or whole class.

7. Students with SEND

7.1. A balanced approach to homework will be adopted for students with SEND, in consultation with the student's parents and the SENDCo where necessary. Homework Club attendance is strongly advised.

7.2. The academy recognises that students with SEND may require specific tasks to be set, in order to learn, remember and apply learning, and to master the necessary skills and knowledge to make progress.

8. Equal Opportunities

8.1. The academy is committed to providing the full range of opportunities for all students, regardless of gender, disability, ethnicity and social, cultural or religious background.

8.2. All students have equal access and inclusive rights to the curriculum.

9. Monitoring and review

9.1. This policy was updated by the AP Teaching & Learning in September 26 and will be reviewed every two years.