HOMEWORK POLICY

Date reviewed	September 2026
Frequency	Annually
Next review date	October 2027
Reviewed by	Academic Standards, SEND and Educational Trips Committee



Signed: ..... **Dated:** 22.10.2026

Chair of Governors



Signed: ..... **Dated:** 22.10.2026

Principal

Homework has been extensively researched. There is a relatively consistent picture that pupils in schools which give more homework perform better. According to the Education Endowment Foundation, the impact of homework is, on average, five months' additional progress with pupils in secondary schools.

Aim

The aim of our homework policy is to encourage the continuation of learning at home as an essential part of a student's education. The Education Endowment Foundation found that homework that is linked to classroom work tends to be more effective. It not only reinforces classroom learning, it also helps students to develop the skills, attitudes and understanding that they need to realise their full potential and to develop independent learning skills for the future, including the habits of enquiry and investigation. In addition, it should help to foster the role of parents and carers as co-educators of their children.

Homework enables pupils to:

- consolidate and reinforce the knowledge, understanding and skills developed at school (apply, research and consolidate);
- prepare for new learning activities, for example through additional reading;
- develop their ability to retrieve and recall information previously learnt
- access resources not available in school;
- develop the skills, confidence and motivation needed to study independently;
- show progress and understanding;
- enhance their study skills e.g. planning, time management, self-discipline, etc;
- manage particular demands, such as end-of-year assessments and GCSEs.

Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as Co pilot, ChatGPT and Google Bard. Goldington Academy recognises that AI has many uses to help pupils learn but may also lend itself to cheating and plagiarism.

Pupils may use AI tools:

- As a research tool to help them find out about new topics and ideas
- When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images. All AI-generated content must be properly attributed

Pupils may not use AI tools:

- During assessments, including internal and external assessments and coursework

- To write their homework or class assignments, where AI-generated text is presented as their own work

Teachers will be vigilant to potential indicators of AI misuse in pupils' work, such as differences in language style to the pupil's classroom work, lack of direct quotations and/or references where you'd expect them, and references which can't be found or verified. For more potential indicators of AI misuse, see page 7 of JCQ's guidance.

Changes to JCQ guidance on AI in Assessment – Joint Council for Qualifications

Goldington Academy considers any unattributed use of AI-generated text or imagery to be plagiarism, and this is unacceptable. Appropriate consequences will be put in place for this.

Expectations per key stage

Below is a guide to how much homework students should expect to receive:

Year	Approximate total time per day
Year 7	1 hour
Year 8	1 hour – 1 hour 30 minutes
Year 9	
Year 10	1 hour 30 minutes – 2 hours
Year 11	

The above table relates to Monday to Thursday inclusive, and it is the expectation that students will do one session at the weekend at some point (Saturday/Sunday). **Students in Key Stage 4 are encouraged to spread their study time over the weekend across multiple sessions to ensure each session remains manageable and supports effective learning.**

Students in both key stages should not routinely be asked to do homework overnight as they may have extra-curricular pursuits which make that impossible.

Key stage three

English, maths and science homework will be set weekly. All other subjects will either:

- set extended tasks or projects to be completed over a longer period of time up to, but not exceeding a half term.

Or

- set shorter and more frequent tasks which link directly to the sequence of learning in lessons.

Reading daily is an expectation.

Key stage four

All GCSE subjects will set weekly homework that will be approximately one hour in length. For success at GCSE, acting independently and undertaking further reading, revision and research will be important in both years 10 and 11.

Teachers are not expected to mark every piece of homework, nor are they always expected to set formal written tasks. The following list gives an indication of the range of tasks that might be set:

- Investigations and simple experiments;
- Research;
- Flipped learning;
- Reading around a topic;
- Drawing and designing;
- Interviews and surveys;
- Essay writing or drafting reports;
- Exam practice questions;
- Making a model;
- Opportunity to review and recall knowledge using school wide common methods
- Coursework preparation.

Roles and responsibilities

Each student has a responsibility to:

- Access homework via BromCom daily;
- Ensure they understand the homework tasks, asking if they are unsure (in class, using BromCom comments boxes or using their school email account);
- Find a suitable place to study, well away from likely distractions (e.g. mobile phones);
- Demonstrate a commitment to spending an allocated time doing the tasks set;
- Complete homework tasks to the best of their ability within the appropriate length of time;

- Persevere with difficult tasks but having the confidence to stop when, with diligence, tasks become too time-consuming;
- Ask for help and support, but in advance of the deadline set so that work can be completed on time;
- Remember that reading daily is important;
- Get into the habit of doing homework daily and designate a regular homework time.
- Avoid academic cheating (plagiarism or allowing someone else to copy work and submit it as their own).

Parents have a responsibility to:

- Support the school's policy on homework;
- Make it clear that they value homework;
- Activate at least one parental account to encourage and monitor homework, review tasks set and records of completion on BromCom;
- Inform staff, including the Principal and Vice Principal, about any concerns relating to homework;
- Provide a suitable space for their child to work, away from distractions (as far as possible).

Each subject teacher has a responsibility to:

- Set homework that is in line with the homework policy;
- Set tasks that provide a suitable challenge, but are accessible to all;
- Set all homework on BromCom;
- Notify students in class when a homework task has been set on BromCom;
- Make sure that all pupils know how to do the homework, attach appropriate resources and linked documents and clarify the purpose of the homework tasks;
- Allow **at least three school days** for the completion of homework tasks (i.e. homework set on a Friday should not be due in before Wednesday).
- Reward completion of good quality homework via the rewards system
- Record non submission of homework via BromCom

Curriculum Leaders have a responsibility to:

- Include suitable homework in the Schemes of Work which follow good practice;
- Monitor the setting of homework by subject teachers;

- Support subject teachers in cases where the completion of homework is a persistent problem;
- Ensure that homework is regularly discussed so that good practice can be shared and developed across the department.

Heads of Year have a responsibility to:

- Monitor overall patterns of homework completion in their year group;
- Liaise with the relevant curriculum leaders, subject teachers and SLT to ensure effective communication of issues;
- Support tutors and subject teachers to ensure conscientious completion of homework.

Form tutors have a responsibility to:

- Ensure that the members of their tutor groups understand the homework expectations and reinforce the importance of homework.
- Ensure that all members of their tutor group know how to access BromCom;
- Monitor BromCom to identify students who are persistently not submitting homework and follow up with students and their parents accordingly;
- Be aware of any student's home circumstances that make the completion of homework difficult;
- Support students in their time management and organisation for homework.

The Senior Leadership Team have a responsibility to:

- Maintain an overview of homework in line management meetings, departmental reviews and tutor team meetings;
- Ensure that students and parents are regularly informed of their responsibilities regarding homework;
- Support the departments and pastoral teams with students who are having difficulties in completing their homework.
- Publish the email addresses of all teachers on the school website. These can be found in the 'Contact Us' tab on the school website.
- Provide a quiet working space with access to a device suitable for learning and a stable internet connection, in the form of the Library, where students can go to complete homework and develop effective learning habits.
- Ensure that all pupils, parents and staff have access to BromCom.
- Monitor BromCom to identify students who are persistently not submitting homework and follow up with students and their tutors accordingly.

Sanctions

Teachers are expected to monitor the completion of homework by students. Those students who fail to complete tasks need to be sanctioned as follows:

1. Subject teacher sets a new deadline. Lack of submission is recorded on BromCom.
2. Subject teacher – if homework is not completed by the new deadline, pupils should lose their free time to complete the work. Failure to complete homework should be logged and communicated to both form tutor and parents/guardians via BromCom.
   Head of Year – pupils who repeatedly do not complete homework should be referred to their Head of Year. Non-completion of homework should be discussed with the student and their parents/guardians, with future submission of homework monitored for an agreed period of time.

Incentives

High quality homework and a good ethos should be sensitively praised in class.
When appropriate, homework should be included in display work.
Achievement points should be awarded for completion of good quality homework.
For an exceptional piece of homework, a pupil may receive a Head Teacher's Award.

Links to other school policies and procedures:

This policy is intended to be used in conjunction with the school's:

- Assessment Policy
- Feedback Policy