Homework Policy

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1. Statement of intent

At Coquet Community School, we believe every pupil has the right to the best possible education.

We believe that homework plays an important part in education and the benefit of doing homework must be instilled at an early age so that independent study can be achieved.

We are also aware that pupils have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We will give careful consideration to ensuring homework is well-balanced across the school.

This policy aims to:

- Develop a consistent approach to homework throughout the school
- Extend learning beyond the classroom
- Give pupils further practise and a deeper understanding of skills, knowledge and concepts learned during the school day
- Make sure that governors, leaders, teaching staff, parents/carers and pupils are aware of their responsibilities with regards to homework
- Ensure that parents/carers understand what is expected of their child
- Encourage pupils to develop the responsibility and self-discipline required for independent study
- Work with parents/carers 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 of attainment.

2. Legal framework

2.1 [UPDATED] 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 (2025) School Inspection: Toolkit EEF: Teaching and Learning Toolkit.

2.2 This policy operates in conjunction with the following school policies:

- Teaching and Learning, Feedback and Assessment Policy
- Code of Conduct
- Behaviour Policy
- Special Educational Needs and Disability (SEND) Policy
- Attendance and Absence Policy.

3. The purpose of homework

Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons.

There are many reasons for setting homework, the most important ones being to:

- Reinforce class work and consolidate learning
- Give pupils experience of working on their own, and to develop a pupil's sense of responsibility for, and commitment to, their own learning

- Encourage and develop self-discipline and independent study habits which are so important for examination success. Research highlights the benefits of homework, for example: the EEF states that homework has a positive impact of +5 months in secondary schools
- Encourage pupils to take pride in their homework as well as developing their independence and resilience
- Provide opportunities for teachers to assess pupil progress and to maintain a dialogue with the pupil about their learning
- Involve parents/carers in the educational process and provide an insight into the work of the pupil.

4. Roles and responsibilities

4.1 The governing body are responsible for:

- Providing support and challenge where appropriate
- Ensuring governors report the findings from any visits to the school to the governing board.

4.2 ELT are responsible for:

- Monitoring the effectiveness of this policy
- Reviewing this policy and making appropriate updates as required
- Working with leaders and staff regarding the implementation of this policy
- Providing parents/carers with information about homework
- Monitoring the effectiveness of inclusivity and accessibility of homework.

4.3 Directors and Subject leads are responsible for:

- Ensuring all members of staff within their directorate are aware of the school's homework policy and directorate expectations
- Monitoring the effectiveness of this policy within their directorate
- Reporting findings back to their line manager
- Answering any queries that teaching staff have regarding this policy and the school's practices.

4.4 Teachers are responsible for:

- Planning and setting up a regular programme of homework for pupils
- Providing an explanation of homework tasks and ensuring that all pupils understand what they have to do
- Ensuring all homework is purposeful and links directly to the curriculum
- Setting homework that is appropriate to pupils' abilities and sharing this, where required, on the Google Classroom
- Ensuring homework takes equal opportunities into account and that the needs of pupils with SEND are considered
- Setting homework that is consistent across classes
- Monitoring homework regularly and making sure pupils are completing it
- Providing feedback to pupils
- Rewarding quality work and praising pupils who regularly complete homework
- Communicating with parents/carers if there is a problem regarding homework.

4.5 Parents/Carers are responsible for:

- Supporting and encouraging their child with regards to completing homework
- Becoming involved in 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 and on time
- Providing suitable conditions and resources for their child to complete homework
- Informing teachers of any issues that may arise and co-operating with the school to find a solution
- Keeping the school 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.

4.6 [UPDATED] Pupils are responsible for:

- Taking responsibility for their own learning and submitting completed work in a timely manner
- Having a positive approach towards homework
- Putting the same effort into homework as class work
- Making sure they understand the tasks that have been set and seeking clarification if required
- Ensuring that they have everything they need to complete homework
- Taking pride in the presentation and content of their homework and performing to the best of their abilities.

5. The school's approach to homework

At Coquet Community School, we understand that planning, setting and providing feedback on homework is a large contributor to the workload of teachers; therefore, Directors, Subject Leads and teachers will ensure that homework is only set to positively impact pupils' progress.

If a teacher has a query, their Director/Subject Lead will offer guidance and support regarding the school's procedures.

5.1 [NEW] Tassomai

From September 2026, Years 7-11 will receive weekly homework for specific subjects on Tassomai - an online learning program. Tassomai facilitates learning through regular, personalised micro-quizzing which adapts to the learner and provides explanations where wrong answers are submitted to help close gaps and address misconceptions.

Tassomai is available for Years 7-11 for English, Maths and Science and Years 10-11 for History and Geography (if studied in Key Stage 4).

The Tassomai homework week runs from Monday to Sunday. Pupils will be set 'daily goals' to complete over the week with a target of 70%+ accuracy. The class teacher will check progress each lesson to support and encourage those who require it. As this is set weekly, there is no requirement for this to be uploaded by teachers on the Google Classroom and parents/carers will be informed about the consistent routine and requirements in September 2026 as part of the implementation. Supportive catchup opportunities are provided daily for pupils who fail to meet the Tassomai deadline.

5.2 Sparx Reader

Pupils in Key Stage 3 and 4 will continue to have access to Sparx Reader to develop and encourage reading for pleasure. Key Stage 3 pupils will be expected to complete 300 SRP per week. Again, this will run from Monday to Sunday.

5.3 [NEW] Additional homework

In addition to completing homework via online programmes such as Tassomai and Sparx Reader, other homework tasks may be assigned and a schedule is provided to support pupils with their time management and organisation (Appendix 1).

Homework tasks should be set to reflect ongoing class work across the curriculum. The tasks and expectations will be decided at subject level. The list below is not exhaustive.

Homework can take the form of:

- Further examples of tasks undertaken in class and designed to reinforce what has been learned
- Flipped learning opportunities where pupils prepare for future learning e.g. conducting research
- Wider reading tasks for enrichment or consolidation
- Developing basic skills such as literacy and numeracy related tasks
- Reviewing, and, if appropriate, reinforcing what has been learned in class
- Follow-up work to assessment to ensure that the pupil learns from mistakes or misconceptions
- An extended task or project
- A specific self-contained project, exercise or task, based on previous class work
- Revising and preparing for assessments / examinations.

5.4 [UPDATED] Support

Any additional homework for Years 7-13 will be uploaded to the Google Classroom where pupils and parents/carers can view homework task/s and copies of any required resources.

Teachers will provide the details of the homework - including the nature of the task and instruction for its completion, the due date and any other relevant information. The teacher will inform the class that homework has been set. The teacher may also attach other resources that may be required such as supplementary worksheets, links to websites or videos etc.

Parents/carers can sign up to Google Guardians to enable them to receive notifications about their child's additional homework.

Pupils that do not have access to a suitable quiet space or the internet can attend the library. We will offer support if we are informed of any further barriers.

ELT will explain the school's approach to homework to parents/carers in September. In addition, the school's website will inform parents/carers about the main topics of work being covered in the curriculum.

When homework is set, pupils will be clear on the purpose of the homework. The quality of the task set will be prioritised over the quantity of work required from the pupil as evidence suggests that the impact of homework diminishes as the amount of time pupils spend on it increases (EEF).

At Coquet Community School, we:

- Consider the quality of homework over quantity

- Use well-designed tasks that are linked to classroom learning
- Clearly set out the aims of homework to pupils
- Understand and address any barriers to completion, such as access to IT, support or a quiet space by providing paper copies and/or a homework club
- Provide high-quality feedback to improve pupil learning
- Monitor the impact of homework on pupil engagement, progress and attainment.

5.5 [NEW] AI

Artificial intelligence (AI) tools are now widespread and easy to access. Coquet Community School recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism.

Pupils should not use AI to write their homework or classwork where AI-generated text is presented as their own work.

Teachers will be vigilant to potential indicators of AI misuse in pupils' work e.g. differences in language style to the pupils' classwork. Any concerns will be discussed with the Director/Subject Lead, pupil and parent/carer.

5.6 [UPDATED] Frequency and duration of homework tasks

Homework should be set according to the school policy depending upon the frequency of lessons and the age of the pupil. This should adhere to the following whole school guidelines.

The amount of homework set for pupils will increase as they progress through their education, but homework will always be meaningful, purposeful and only set to positively impact pupils' progress.

Pupils will receive homework on a regular basis which will be returned at the time and date as specified by the class teacher.

Years 7, 8 and 9 (Key Stage 3)

Homework will be provided from a range of subjects studied by pupils including Tassomai and Sparx Reader in core subjects. The duration of tasks should take approximately 30 minutes per day in Key Stage 3. Where a subject sets an extended task over several weeks, the expectation will be that the pupil will spend an average time per week as stated above. The department issuing the homework will be expected to give further guidance to pupils to enable them to break the tasks into smaller parts.

Year 10 and 11 (Key Stage 4)

Expectations will be higher in Key Stage 4, particularly in the core subjects of English, Maths, Science along with History and Geography where pupils will be required to complete 'daily goals' on Tassomai. Homework for option subjects and revision will be set in line with the homework schedule (Appendix 1). The duration of tasks should be approximately 1 hour per day in Key Stage 4. Independent revision is also encouraged and resources, along with strategies, are provided on the CCS website.

Year 12 and 13 (Key Stage 5)

In Key Stage 5, the expectations will increase further, and homework will become part of the three-part lesson. Pupils will complete a greater amount of independent study preparing them for higher education.

5.7 [UPDATED] Homework schedule

The school provides a homework schedule to help pupils manage their time and ensure homework covers a range of subjects and is purposeful and meaningful. Teachers are expected to set homework with a reasonable deadline for completion. However, both the Sparx Reader and Tassomai homework week runs from Monday to Sunday. Although days are allocated, pupils do have the freedom to complete these on different days – including the weekend – so long as they complete their daily goals from the Monday to Sunday. Pupils are expected to develop their organisational skills by planning the completion of their homework tasks to ensure that they meet the deadlines provided.

6. Absences

If a pupil is absent from school due to illness or medical reasons, the teacher will decide whether homework should be set on a case-by-case basis. Generally, the school will not expect homework for these periods as pupils should be well enough to undertake any work supplied.

If a pupil is absent for a long period of time, the teacher and the parents/carers of the pupil will agree on what should be done and how much help should be provided.

7. [UPDATED] Pupils who fail to complete homework

All pupils will be expected to complete homework on time. A suitable time period will be provided for the completion of the homework.

Where pupils have worked hard and aimed high, teachers will record the praise for pupils and inform parents/carers via Bromcom for homework completion.

If pupils fail to complete homework, teachers will also record this and inform parents/carers via Bromcom.

Teachers will make efforts to support pupils who are struggling to complete homework – such as directing pupils to the lunchtime catchup sessions or the homework club in the library - and will raise any concerns regarding their pupils' ability to complete homework to their Director/Subject Lead as well as parents/carers as appropriate.

8. Pupils with SEND

A balanced approach to homework will be adopted for pupils with SEND.

Where appropriate, the school will set adjusted or specific tasks for pupils with SEND as outlined in their Pupil Passports.

As we expect all pupils to learn the same core knowledge, we recognise that tasks for SEND pupils may need to be adapted to meet their needs. For our SEND pupils, the journey may differ, but the destination is the same.

Pupils with SEND will be supported in accordance with the school's SEND Policy.

9. Monitoring and review

This policy is reviewed annually by the Assistant Headteacher for teaching and Learning.

Any updates to this policy will be shared with parents/carers, pupils, staff and Governors.

The scheduled review date for this policy is September 2027.

Appendix 1 – [NEW] Homework schedule 26-27

The schedule has been designed around the school timetable for each year group.

KS3 (Y7 and Y8)

Tassomai – 3 daily goals in Maths, English, Science from Monday to Sunday

Catch up: Y7 – Friday, Y8 – Thursday

Sparx reader - 300 SRP – Monday to Sunday

Create and IT subjects to run a termly KS3 competition

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Week 1	Sparx R Tassomai	Sparx R Humanities (French)	Sparx R Tassomai	Sparx R Humanities (History)	Sparx R Tassomai
Week 2	Sparx R Tassomai	Sparx R Humanities (RE)	Sparx R Tassomai	Sparx R Humanities (Geography)	Sparx R Tassomai

KS3 (Y9)

Tassomai – 3 daily goals in Maths, English, Science from Monday to Sunday

Catch up: Y9 – Wednesday

Sparx reader - 300 SRP – Monday to Sunday

Create and IT subjects to run a termly KS3 competition

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Week 1	Sparx R Humanities (French)	Sparx R Tassomai	Sparx R Tassomai	Sparx R Humanities (History)	Sparx R Tassomai
Week 2	Sparx R Humanities (RE)	Sparx R Tassomai	Sparx R Tassomai	Sparx R Humanities (Geography)	Sparx R Tassomai

KS4 (Y10)

Tassomai – 3 daily goals in Maths, English, Science, Geography, History (Monday to Sunday)

Catch up: Y10 – Tuesday

Revision to be completed nightly – little and often is the key to success

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Week 1	Tassomai	Options: Photography Business Child development	Tassomai	Options: Art iMedia PE Food	Tassomai
	Revision				
Week 2	Tassomai	Independent	Options: DT IT Media Performing arts	Tassomai	Tassomai
	Revision				

KS4 (Y11)

Tassomai – 4 daily goals in Maths, English, Science, Geography, History (Monday to Sunday)

Catch up: Y11 – Monday

Revision to be completed nightly – little and often is the key to success

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Week 1	Tassomai	Tassomai Options: Photography IT French Construction	Tassomai	Options: DT Business Health and social care Performing arts	Tassomai
	Revision				
Week 2	Options: iMedia Art Food Hair and beauty	Tassomai	Tassomai	Tassomai	Tassomai
	Revision				