



St Michael's Secondary Phase Homework Policy

September 2026

1. Purpose

Purpose Homework is an essential part of learning and plays a key role in helping students to:

- Consolidate and practise knowledge and skills learned in class
- Develop independent study habits and organisational skills
- Prepare for future learning and assessments
- Build resilience, responsibility, and ambition Homework should support high-quality classroom teaching and be designed to be purposeful, achievable, and appropriately challenging.

This policy aims to ensure homework is purposeful, consistent, and supports all students in achieving their full potential.

The school is committed to ensuring homework is accessible and inclusive for all students, including those with Special Educational Needs and Disabilities (SEND), in line with statutory duties.

2. Homework Expectations by Key Stage

Key stage 3 (KS3)

To ensure a balanced and manageable approach across the curriculum:

- Core subjects: One homework task should be set each week, with an estimated completion time within 15 – 45 minutes
- Non-core subjects: One homework task should be set each fortnight, with an estimated completion time within 15 – 45 minutes

Core subjects include English, Mathematics, Science and RE.

Key Stage 4 (KS4)

To support increasing academic demands and exam preparation:

- Core subjects: Two homework tasks should be set each week, with an estimated completion time within 20 – 50 minutes
- Non-core subjects: One homework task should be set each week, with an estimated completion time within 20 – 50 minutes

Homework at KS4 should increasingly develop students' ability to revise, practise exam-style questions, and apply learning independently.

This is in addition to independent revision a student may wish to complete. When it is close to the exam period, teachers will set revision as their homework expectation or requirement to help support workload.

Where appropriate, expectations may be adapted to meet individual needs; however, adjustments should remove barriers to access rather than reduce the level of challenge.

3. Setting Homework

Where possible homework will be set on ClassCharts using homework function, so that students and parents/carers can see the full details. This also allows teachers to:

- Share supporting weblinks, documents, or resources students may need
- Provide clarity on expectations, deadlines, and outcomes
- Ensure homework is accessible and consistent across the school

Teachers should:

- Set homework in advance of the lesson wherever possible
- Clearly inform students during the lesson that homework has been set
- Ensure students record the homework in their planners, including the due date Homework instructions should include:

- A clear description of the task
- Success criteria or expectations including a recommended completion time (where appropriate)
- The due date
- Any resources or guidance students may need

4. Accessibility and SEND

Homework must be designed and where necessary modified so that all students can engage successfully.

Teachers will:

- Use accessible formats (e.g. dyslexia-friendly layouts, clear fonts, visual supports, enlarged font for students with VI)
- Provide resources compatible with assistive technology
- Structure tasks to reduce cognitive overload
- If appropriate, staff can recommend modified time to spend on a task for students with SEND

Reasonable adjustments may include:

- Modified or reduced quantity of work while maintaining the same learning goal
- Alternative formats (e.g. audio, video, practical responses)
- Adjusted expectations for written work
- Additional time where appropriate
- Use of assistive technology

Adjustments will be informed by EHCPs, SEND support plans, and individual student needs, in collaboration with the SENDCo where necessary.

5. Completion and Submission

Students are expected to:

- Complete homework to the best of their ability
- Meet deadlines and submit work on time

- Seek support from the teacher if they are unsure about the task

Where homework is not completed, the school's behaviour and/or sanctions procedures will be followed to reinforce high expectations and accountability. Account will be taken of any agreed adjustments and barriers for students with SEND.

6. Checking and Feedback

Checking Homework always needs to be checked on the due date. This is essential because it:

- Keeps students accountable
- Reinforces that we value homework and students' effort
- Helps teachers identify misconceptions and next steps Feedback on homework must be meaningful and manageable. It should support learning and next steps, without creating an unsustainable workload for staff.

Feedback may include:

- Self-assessment
- Peer assessment
- Whole class feedback
- Individual verbal feedback
- Teacher marking Teachers should select the most appropriate method depending on the task and learning intention.

Feedback approaches should be adapted where needed to ensure they are accessible and support progress for all learners.

7. Supporting Students and Parents/Carers

Homework information where possible should be visible on ClassCharts, allowing parents/carers to:

- Support their child in managing deadlines
- Understand what learning is taking place
 - Help students build routines and independence

Concerns about homework should be directed to the class teacher or Head of Department in the first instance, or the SENDCo where appropriate. Adjustments will be reviewed if homework presents ongoing difficulty for a student.

8. Wellbeing and Workload

Homework should support learning without negatively impacting wellbeing.

Staff will:

- Consider the cumulative demands of the school day
- Avoid excessive or repetitive tasks
- Support the gradual development of independence

9. Monitoring and Consistency

Subject leaders and senior leaders will monitor homework standards to ensure:

- Homework is set in line with this policy
- Quality and expectations remain consistent across year groups and subjects
- Checking and feedback are effective and manageable
- Homework set is accessible and has an appropriate level of challenge.

The school will also review the impact of homework on students with SEND, using feedback from students, families, and staff, and will adjust our practice where barriers are identified.