ABBEY COLLEGE IN MALVERN
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Homework Policy

Related Documents Include:

- Curriculum Policy
- Schemes of Work for the individual courses
- Lesson Plans
- Homework timetables
- Managing Academic Performance Policy
- English as an Additional Language Support Policy
- Abbey College Teacher Development Policy
- Behaviour Management Policy
- Academic Staff Handbook
- Examination Papers
- Special Educational Needs and Disabilities (SEND) Policy and Accessibility Plan / Strategy
- Protocol for General and Subject-specific Vocabulary

Legal Status and Guidance

- There is no separate statutory requirement for an independent school to set homework or to have a standalone Homework Policy. This policy supports the College's duties under the Education (Independent School Standards) Regulations 2014, particularly Schedule, Part 1, paragraphs 2, 3 and 4, by contributing to effective curriculum implementation, students' progress and the evaluation of their performance.
- The College has regard to the Department for Education's Independent School Standards Guidance (April 2026), the current ISI Inspection Framework and Handbook (September 2026), and applicable requirements under the Equality Act 2010.
- Homework arrangements must take account of pupils' ages, aptitudes and needs, including pupils with an Education, Health and Care (EHC) plan. The College will consider reasonable adjustments and appropriate adaptations where required.
- ISI does not prescribe a particular volume, frequency or method of homework, marking or feedback. The College determines its approach and reviews whether it is purposeful, manageable and contributing positively to pupils' learning and progress.

Monitoring and Review

- This policy will be subject to continuous monitoring, refinement and audit by the Principal.
- The Principal will undertake a formal annual review of this policy for the purpose of monitoring the efficiency with which the related duties have been discharged, no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best-practice guidance so require.
- Monitoring will consider the purpose and quality of homework; its suitability and manageability; the extent to which it supports learning and progress; the coordination of tasks across subjects; and feedback from students, teachers and, where appropriate, parents and House Parents.

- The next official date for review is **December 2027**

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Introduction

We believe that homework is a very important part of education.

- It is important that our students understand the value of strategically set homework in maximising individual learning potential.
- It is essential, as part of their development, that students learn the importance of building on the basic concepts and preparation for the next stages in future lessons, constantly building their knowledge and understanding.
- Homework should have a clear learning purpose and should consolidate, extend or prepare students for the work undertaken in lessons. It should be appropriate to the student's age, course, ability, prior attainment, timetable and individual circumstances.

Homework Provides Opportunities for Students to:

- Fully clarify the meanings of words that they have encountered for the first time. These could be specialist (subject-specific) words or regular English words that they have not heard before.
- Research topics further to develop their understanding.
- Reinforce work that has been covered in class and therefore develop their ability to apply their learning effectively.
- Revise areas of work to prepare for tests / assessments.
- Develop key skills such as Independent Learning and Research.
- Work on pieces of coursework or on specific projects over a period of time.
- Learn how to manage time and meet deadlines consistently.
- Develop the confidence and strategies to study independently, identify gaps in their understanding and seek help when necessary.

Teachers should make clear what students are expected to do, the purpose of the task and when it is due. Where appropriate, students should be given guidance, resources or examples to enable them to complete the work successfully.

Homework: Learning Good Habits for the Future

As a student moves through Key Stage 4 and into Key Stage 5, the quantity and complexity of homework will normally increase. This reflects the demands of the curriculum and the requirements for IGCSE examinations, through to AS and A2 examinations and other relevant qualifications.

Therefore, it is essential that the completion and standard of homework is monitored to ensure good habits are established from the beginning of every student's course.

There is a Homework Timetable for each academic group, which is created in coordination with the teachers at the start of the academic year. Teachers should use the timetable to distribute work as evenly as reasonably possible and should take account of examination preparation, coursework deadlines and other significant demands on students.

The amount and nature of homework will vary according to the course, subject, stage of study and individual student. It should be challenging enough to support progress without creating an unreasonable or counterproductive workload. Where a student's circumstances, SEND, EAL needs,

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health, access to resources or other relevant factors affect their ability to complete a task, the teacher should consider appropriate support, clarification, adaptation or an extension.

The following information sets out the expectations of the student, teacher and House Parent in ensuring homework is completed appropriately and handed in on time.

The Student Will:

- Ensure that ALL homework is recorded accurately, with sufficient detail, in their Student Planners or the College's designated recording system.
- Complete ALL set homework on time and to the best of their ability.
- Meet with their teacher before the due date if they do not understand what they have to do or require further explanation.
- Make sure that they find out from the relevant teacher if any homework has been set if they have been absent from the College.
- Where work has not been completed by the deadline, speak to the relevant teacher as soon as possible, explain the circumstances and agree when it will be completed.
- Organise their homework so that they are not doing it all on one night.
- Use resources, including dictionaries and other reference materials, appropriately and acknowledge sources where required.
- Accept reasonable follow-up or consequences directed by the teacher if homework is not completed, while informing staff of any genuine difficulty affecting completion.

The Teacher Will:

- Inform all students of homework requirements and ensure that they record the work in their Student Planners or the College's designated recording system.
- Set purposeful homework that is relevant to the curriculum and has a clear expected outcome.
- Ensure that ALL pieces of homework are reviewed and that appropriate feedback is provided within a reasonable timeframe. The method and extent of review should be proportionate to the task and its learning purpose.
- Allow sufficient time for students to complete homework in relation to both the set task and the other subjects included in the homework timetable.
- Be willing to explain or expand on the requirements of each piece of homework to any student who has not fully understood what they have to do.
- Ensure that tasks are accessible and take account of students' ages, aptitudes and needs, including relevant SEND / EHC plan information, EAL needs and reasonable adjustments.
- Support students' understanding of general and subject-specific vocabulary in accordance with the College's "Protocol for General and Subject-specific Vocabulary". This may include explaining, checking and revisiting key words, providing definitions or examples, pre-teaching unfamiliar terminology and checking that students understand what a task is asking them to do.
- Follow up any instances of students not completing their homework, in line with the protocol outlined in this policy, and seek to establish whether there are underlying barriers to completion.

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- Liaise with other teachers when necessary to ensure that homework follows the timetable and is spread as evenly as possible throughout the week.
- Use information from homework, where appropriate, to identify misconceptions, gaps in knowledge or areas requiring further teaching, practice or support.

The House Parent(s) - If Involved with Monitoring Homework - Will:

- Be expected to regularly check the Student Planners, where this forms part of the student's arrangements, to see what homework they have and sign in the appropriate place for the Class Tutor to check.
- Ensure there is a suitable environment at home conducive to the production of a good standard of work, with distractions such as television or computer games minimised.
- Ensure adequate time and opportunity is provided for students to complete their work, taking account of the College's homework timetable and the student's wider boarding and extracurricular commitments.
- Assist students – where possible and if required – without completing the work on their behalf. If this is necessary, academic teachers may request that House Parents comment on the homework where assistance has been provided. A note in the Student Planner is sufficient.
- Encourage and reinforce the message from academic teachers about the need to be organised, present work well and the importance of meeting deadlines.
- Support academic teachers in emphasising the value of homework in learning.
- Respond positively to any concerns the academic teachers may have regarding any student and their homework, and communicate relevant difficulties or patterns of concern to the appropriate academic staff.

Failure to Complete Homework:

1. In the first instance, if a student fails to complete homework, remedial action will be undertaken at the discretion of the teacher; for example, giving the student additional time to complete the task during break and/or lunchtime, where appropriate.

2. Any re-occurrence of non-production of homework may result in the teacher implementing the behaviour management stages and, at the appropriate stage, involving the Department Head and ultimately the Principal, if deemed necessary. Staff should consider whether there are underlying reasons for repeated non-completion and whether additional explanation, support, adaptation or communication with parents / House Parents is appropriate.

It is not anyone's intention to overburden any student with unmanageable amounts of homework. With good time-management and organisational skills, each student should be able to complete their homework and have sufficient time to participate in the full life of the College, both in the classroom and through extra-curricular activities. If the workload is becoming unmanageable, students should raise this with their teachers or Class Tutor so that the College can review the position.

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