



All Saints Catholic College

HOMEWORK POLICY

BE INSPIRED. BE EXCELLENT. SUCCEED

Document Record

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1. Rationale

At All Saints Catholic College, we believe that homework is an essential part of every pupil's learning journey. Research from the Education Endowment Foundation (EEF) shows that regular, well-structured homework can add up to five months of progress for pupils each year. Homework helps pupils to develop independence, resilience, and self-discipline—skills that are vital for success at GCSE and beyond.

Homework also ensures that pupils learn how to study and revise outside of the classroom, preparing them for the demands of examinations and lifelong learning.

Homework at All Saints Catholic College is designed to extend learning beyond the classroom, promote independence, and prepare students for academic success and lifelong learning. Through carefully planned and regular homework, students will:

- Reinforce and consolidate classroom knowledge
- Develop independent learning, time management, and self-discipline
- Engage in retrieval and revision of key knowledge
- Access structured digital tools to enhance engagement and progress

Our Mission Statement emphasises our aim to ensure that all pupils fulfil their ambitions and exceed their expectations. The provision of regular, rich, relevant homework tasks, appropriate to their needs and to the demands of the curriculum is considered to be an essential part of the entitlement of all our pupils. The prime purposes of homework must be to enhance the learning opportunities for each pupil, to support their academic progress, to enrich the teaching and learning process, and to foster the development of personal and individual study skills.

2. Catholic Mission and Inclusion

At All Saints Catholic College, our approach to homework is rooted in our Catholic mission and our commitment to ensuring that every pupil can be inspired, be excellent and succeed. We believe that all pupils are capable of achieving their God-given potential and that homework should support learning without creating unnecessary barriers.

In line with the school's Inclusion Handbook and Teaching and Learning Playbook, homework should support the removal of barriers to learning through high-quality teaching, reading and adaptive practice. Homework tasks should be designed to be accessible, purposeful and ambitious, enabling all pupils, including disadvantaged pupils, pupils with SEND, EAL pupils and other vulnerable learners, to engage successfully and make progress.

3. Purpose and Types of Homework

Homework at All Saints Catholic College is designed to be meaningful, purposeful, and linked directly to classroom learning. It provides pupils with the opportunity to practise, consolidate, and extend their knowledge and skills while developing independence and resilience.

3.1 Purposes of Homework:

- **Consolidation:** Reinforcing key knowledge and skills taught in lessons.
- **Retrieval Practice:** Helping pupils to recall prior learning to strengthen long-term memory.
- **Preparation:** Introducing pupils to new material or concepts to prepare them for upcoming lessons.
- **Application:** Giving pupils the chance to apply learning in different contexts, often through problem-solving or extended projects.
- **Revision:** Supporting pupils in building strong habits of independent study in preparation for assessments and exams.

3.2 Reading and Vocabulary Development

As reading is recognised as the primary barrier to learning for many pupils, homework should support the development of reading fluency, comprehension and vocabulary across the curriculum. All subjects should contribute to the development of disciplinary literacy through carefully selected reading, retrieval and vocabulary tasks.

3.3 Types of Homework (but not limited to):

- **English:** Reading assignments on Sparx Reader, comprehension questions, practice essays, grammar and vocabulary exercises, independent reading logs, and revision of key texts.
- **Mathematics:** Maths Watch practice tasks, problem-solving and reasoning questions, fluency drills, exam-style practice papers, and topic-specific retrieval quizzes.
- **Science:** Sparx science questions, practical write-ups, retrieval quizzes, extended questions requiring application of knowledge, revision tasks, and research projects linked to scientific enquiry.
- **Religious Education (RE):** Source analysis, extended writing, reflection tasks, preparation for debates, and exam-style practice questions.
- **Humanities (History, Geography, etc.):** Research projects, extended writing, case studies, map and data analysis, retrieval tasks, and preparation for presentations.
- **Languages:** Vocabulary learning, grammar drills, translation exercises, reading and listening comprehension, speaking practice, and preparation for oral assessments.
- **Creative & Performing Arts (Art, Music, Drama, Design & Technology):** Sketchbook development, practice logs, rehearsals, design tasks, creative projects, and evaluative reflections.
- **PE:** Activity or fitness logs, reflective writing, research into sports techniques/rules, and analysis of personal performance.

3.4 Guidance on Task Design:

- Homework should be manageable in length but impactful, reinforcing key knowledge or skills.
- A mix of short retrieval activities (e.g., quizzes, practice questions) and longer-term projects (e.g., essays, design tasks, revision activities) will ensure variety and engagement.
- Tasks will be clearly explained, with success criteria where appropriate, so pupils understand what is expected of them.
- Homework will always be designed with EEF research in mind, ensuring it is purposeful and supports progress, rather than being “busy work.”

By setting a variety of homework types, pupils will be able to consolidate their learning, deepen understanding, and develop essential independent study habits.

4. Homework Expectations

At All Saints Catholic College, we expect all pupils to take homework seriously and understand its role in supporting their education. Homework is not optional — it is a vital extension of learning that develops independent study habits, consolidates knowledge, and prepares pupils for the demands of future examinations.

4.1 Expectations for Pupils:

- Homework must be completed to the best of their ability and submitted by the deadline set by the teacher.
- Pupils should take responsibility for recording checking their homework set via arbor.
- Homework should be presented neatly and reflect the same high standards as classwork.
- If a pupil is absent, it is their responsibility to catch up on any missed homework.
- Pupils should use homework as an opportunity to practise independent learning

4.2 Expectations for Teachers:

- Teachers will set meaningful and purposeful homework that directly links to classwork or prepares for upcoming lessons.
- Homework will be checked and monitored regularly, with feedback provided where appropriate.
- Teachers will use homework to inform planning, identifying gaps in knowledge and misconceptions.
- Homework completion will be tracked through Arbor and monitored by Heads of Department to ensure consistency across subjects.

4.3 Expectations for Parents/Carers:

- Parents/carers should encourage and support their child in completing homework, helping to establish good routines.
- Parents/carers are encouraged to check homework submissions on Arbor and engage with communications from school.
- Where pupils are struggling, parents/carers should contact the school so that appropriate support can be offered.

By setting out these expectations clearly, we aim to ensure that homework becomes a positive, consistent, and productive part of the learning culture at All Saints.

5. Homework Allocation

To provide a balanced workload and ensure consistency across subjects, All Saints Catholic College has a structured approach to homework. This ensures that pupils receive regular opportunities to practise and consolidate learning, while also developing habits of independent study.

- Core Subjects (English, Mathematics, Science, Religious Education):
Pupils will be **issued** 1 hour of homework per week, per subject. This ensures that pupils engage regularly with key knowledge and skills, which are essential for GCSE success.
- All Other Subjects (e.g., Humanities, Languages, Creative Arts, PE, Technology):
Pupils will be issued 1 hour of homework every two weeks per subject. This allows time for extended tasks such as research, creative projects, or exam practice, which may require more preparation.

5.1 Additional Notes on Allocation:

- Teachers may, where appropriate, set shorter, more frequent retrieval tasks or longer extended projects within the allocated time.
- While the allocation provides a minimum expectation, teachers are permitted to set additional homework outside of this framework if they judge it beneficial to pupil progress (e.g., revision tasks, catch-up work, or preparation for assessments).
- Homework should be designed to be manageable and purposeful, with clear instructions and realistic expectations of the time required.
- Year 11 pupils will have increased homework expectations alongside their P7 interventions to ensure they are fully prepared for GCSE examinations.

5.2 Rationale for Allocation:

- The structured time allocation ensures pupils do not feel overwhelmed by inconsistent demands across subjects.
- This approach is supported by EEF research, which highlights that regular, high-quality homework is most effective when it is consistent, purposeful, and clearly communicated.
- Allocations also encourage the development of good study routines, helping pupils balance homework with extracurricular commitments, family life, and wellbeing.

6. Year 11 Homework and Intervention

As pupils approach their final year at All Saints Catholic College, the importance of homework and independent study increases significantly. Year 11 pupils will face the demands of external examinations, and developing consistent study habits is crucial to their success.

6.1 Homework in Year 11

- Year 11 pupils are expected to complete all homework as outlined in the school's allocation policy, with additional focus on exam preparation and revision.
- Homework will include a greater emphasis on:
 - Exam-style practice papers and timed questions.
 - Retrieval quizzes and knowledge organisers to strengthen long-term memory.
 - Revision of core knowledge and key terminology.
 - Targeted intervention tasks set by teachers to address specific gaps in learning.
 - Teachers will use homework not only to consolidate learning but also to provide regular practice under exam conditions to ensure pupils are fully prepared for their GCSEs.

6.2 P7 Interventions (3:10–4:10pm)

- Year 11 pupils will be expected to attend Period 7 (P7) **sessions** after school as part of their intervention programme.
- A timetable of subjects will be shared in advance with pupils and parents to ensure clarity and planning.
- Some sessions will be compulsory for all pupils, while others may be invite-only, targeting specific pupils based on assessment data, teacher feedback, or progress concerns.
- Attendance at P7 is a key expectation in Year 11, and missed sessions will be followed up with parents.

6.3 Additional Intervention Opportunities

- All Saints Catholic College also provides intervention sessions during weekends and school holidays to give pupils extended opportunities to revise and receive subject-specific support.
- Parents and pupils will be informed of these sessions in advance to support attendance and planning.
- These interventions are often focused on exam skills, subject knowledge, or coursework completion, and are delivered by specialist teachers.
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7. How Homework will be set

To ensure consistency, accessibility, and high-quality learning, All Saints Catholic College uses dedicated online platforms for homework in each subject area. These platforms provide structured, reliable resources that allow pupils to practise, consolidate, and extend their learning outside the classroom.

- **English** – Sparx Reader: Pupils will be set regular reading and comprehension tasks that encourage wider reading, vocabulary development, and critical thinking skills.
- **Mathematics** – Maths Watch: Pupils will complete practice exercises, problem-solving activities, and revision tasks to build fluency, accuracy, and resilience in tackling mathematical problems.
- **Science** – Sparx Science: Pupils will access targeted science questions that develop retrieval practice, application of scientific knowledge, and exam-style skills.
- **All Other Subjects** – Arbor: Homework for all non-core subjects will be set through Arbor. This allows pupils and parents to see deadlines clearly, track progress, and access resources uploaded by teachers.

Support and Accessibility:

- Class teachers will provide clear instructions on how to access each platform and will set homework tasks that are appropriate and manageable.
- Where pupils face difficulties in accessing homework online — whether due to technical issues, login problems, or lack of internet access — class teachers will support pupils in resolving these issues promptly. This may include providing paper copies, offering guidance in class, or arranging access to IT facilities in school.
- The school will also provide Homework Clubs after school, giving pupils access to computers, internet, and staff support to ensure no pupil is disadvantaged.

These platforms are not only a way of setting homework but also powerful tools for monitoring progress. Teachers and Heads of Department can track completion rates, quality of responses, and patterns of pupil engagement, ensuring that homework is used effectively to support learning and identify areas for further intervention.

8. Feedback and Monitoring

At All Saints Catholic College, homework is viewed as a key tool in assessing and supporting pupil progress. To ensure consistency and accountability, homework will be monitored at multiple levels within the school.

8.1 Role of Class Teachers:

- Class teachers are responsible for setting, checking, and monitoring homework regularly.
- They will keep accurate records of homework completion, quality, and punctuality, using Arbor and subject-specific platforms (Sparx Reader, Sparx Science and Maths Watch).
- Teachers will provide feedback where appropriate, either directly on homework tasks or indirectly by addressing common misconceptions in class.
- Teachers will intervene early if a pupil is struggling with homework, providing support, adapting tasks if necessary, or signposting to Homework Club.

8.2 Role of Heads of Department (HoDs):

- HoDs will review homework completion data and quality across their subject area.
- They will check that homework tasks are purposeful, consistent, and aligned with curriculum intent.
- Regular monitoring will allow HoDs to identify patterns, such as pupils repeatedly missing homework, and to coordinate interventions.
- HoDs will also share best practice across their teams to ensure a high standard of homework is set in every class.

8.3 Tracking Pupil Progress Through Homework:

- Homework outcomes will be used as a formative assessment tool to identify pupils' strengths and areas of difficulty.
- Completion and performance on digital platforms (Sparx Reader, Sparx Science and Maths Watch) will generate data that allows teachers to track individual progress and target support.
- Pupil Progress Leaders and pastoral teams will be informed if homework completion is repeatedly poor, ensuring academic and pastoral support is joined up.
- Over time, homework completion rates and quality will be analysed at a whole-school level to evaluate the impact of homework on learning and achievement.

8.4 By closely monitoring homework at teacher, departmental, and whole-school levels, we ensure it is not just an administrative task, but a vital part of learning that contributes directly to pupil progress.

9. Support offered

At All Saints Catholic College, we recognise that pupils learn in different ways and may face different challenges when completing homework. Our approach is designed to ensure no pupil is disadvantaged and that every pupil has access to the resources and support they need to succeed.

9.1 In-School Support

- **Homework Clubs:** Regular homework clubs will run after school each day as part of our extra-curricular programme. These clubs provide a quiet, structured environment where pupils can complete tasks with access to staff support and IT facilities.
- **IT and Resource Access:** Pupils who do not have reliable access to digital platforms (*Sparx Reader, Sparx Science, Maths Watch, Arbor*) at home will be able to use school computers, printers, and internet facilities after school.
- **Teacher Support:** Class teachers will be available to explain tasks, provide additional guidance, or adapt homework where necessary. Pupils are encouraged to seek clarification if they do not understand a task or face difficulties accessing online platforms.

9.2 Support for Independent Study

- **Knowledge Organisers and Revision Resources:** These will be provided to pupils to help them structure independent study and revision at home.
- **Study Skills Guidance:** Pupils will be taught how to plan their time, organise tasks, and revise effectively so they can become more confident independent learners.

9.3 Support for Parents/Carers

- Parents/carers will be given information on how to access and monitor homework through *Arbor* and subject-specific platforms.
- The school will provide guidance to parents on how best to support their child's study routines at home, including tips on creating a productive study environment.
- Regular communication will keep parents informed of their child's homework completion and progress.

9.4 Adaptive Homework

Where appropriate, homework may be adapted to ensure accessibility whilst maintaining ambition and challenge.

Adaptations may include:

- Chunking tasks into smaller stages
- Reading support and reading rulers
- Visual scaffolds and worked examples
- Vocabulary support

- Additional processing time
- Alternative methods of recording responses
- Use of assistive technology

Homework adaptations should reflect an inclusive approach ensuring pupils can access learning successfully without lowering expectations.

9.5 Additional Support for Vulnerable Pupils

The school recognises that some pupils may experience additional barriers to completing homework. These may include SEND, literacy difficulties, low reading ages, attendance concerns, social care involvement, young caring responsibilities, medical needs, mental health needs or limited access to resources at home.

Where barriers are identified, staff will work proactively with pupils and families to provide appropriate support. Support may include:

- Adapted homework tasks
- Extended deadlines where appropriate
- Access to Homework Club or supervised study
- Provision of paper-based resources
- Reading and vocabulary support
- Mentoring and pastoral support
- Consideration of individual circumstances when applying sanctions.

The school will seek to ensure that homework expectations remain ambitious whilst recognising the need to remove unnecessary barriers to participation and success.

9.7 Young Carers

The school recognises that young carers may have additional responsibilities outside school which can affect their ability to complete homework within standard timescales. Where a pupil is identified as a young carer, staff will take reasonable steps to provide flexibility and support, whilst maintaining high aspirations and expectations.

This may include:

- Considering alternative submission deadlines
- Providing access to Homework Club and school resources
- Adapting tasks where appropriate
- Liaising with parents/carers and pastoral staff
- Ensuring the pupil is not disadvantaged due to their caring responsibilities.

Any support provided will be considered on an individual basis and in partnership with the pupil and their family.

9.8 Targeted Support

- Pupils identified as needing additional help with organisation, time management, or subject knowledge may be offered mentoring or small-group support.
- For pupils with SEND, homework will be adapted where necessary to ensure it is accessible and appropriate, with Learning Support Assistants available to provide further guidance.
- Pupils repeatedly struggling with homework may be referred to intervention programmes, ensuring early action is taken to support their progress.

Through this tiered approach, All Saints Catholic College ensures that homework is not just an additional task but a positive and inclusive opportunity for every pupil to grow in confidence, independence, and achievement.

10. Incentives

At All Saints Catholic College, we want pupils to view homework as an opportunity to succeed and to develop pride in their independent learning. To recognise and celebrate the efforts of pupils who consistently complete high-quality homework, the school will provide a range of incentives:

- **Leaderboards:** Each subject will contribute to weekly and half-termly leaderboards that track homework completion rates. These will be shared with pupils during form time and assemblies, as well as communicated to parents via Arbor, to celebrate those demonstrating commitment to their learning.
- **Rewards:** Pupils who consistently appear on the leaderboard will be eligible for rewards such as certificates, positive phone calls home, postcards of praise, and recognition in assemblies.
- **Achievement Points:** Completing homework to a high standard will earn additional points, contributing to house competitions and individual reward milestones.
- **Termly Recognition:** At the end of each term, pupils who have shown exceptional commitment to homework will be invited to reward events or receive special recognition from senior leaders.

This system ensures that pupils are not only held accountable for completing homework but also motivated and celebrated for their hard work and dedication.

11. Missed homework

At All Saints Catholic College, we believe that homework is an essential part of learning, helping pupils to build independence, consolidate knowledge, and prepare for future success. To ensure all pupils take homework seriously, we have a clear and consistent system of sanctions for missed homework, alongside support to help pupils improve.

11.1 Escalation of Sanctions

1. First Missed Homework

- A phone call home will be made by the class teacher to inform parents/carers.
- This call will be supportive, aiming to understand any barriers the pupil may have faced, while reinforcing the importance of homework.
- Parents/carers will be reminded of how to access platforms (Arbor, Sparx Reader, Sparx Science and Maths Watch) and encouraged to support their child in establishing routines.

2. Second Missed Homework

- A detention will be issued.
- During detention, the pupil may be required to complete the missed homework in our extra-curricular Homework Club.
- This is intended to stress the importance of responsibility and accountability while also allowing pupils to catch up on missed learning.

3. Third Missed Homework

Before escalation to internal isolation, staff will consider whether non-completion is linked to SEND, literacy barriers, attendance concerns, safeguarding needs, SEMH, access to technology or other barriers to learning. Appropriate support and reasonable adjustments will be considered before further sanctions are applied. Sanctions may include:

- The pupil will be placed in internal isolation in Damascus for a day.
- This sanction highlights the seriousness of repeatedly failing to complete homework and ensures that pupils reflect on their responsibilities as learners.
- Parents/carers will be informed, and the pupil may be placed on a homework report monitored by the class teacher or Head of Department.

11.2 Persistent non-completion

- Pupils who regularly fail to complete homework despite sanctions and support will be referred to their Pupil Progress Leader and Senior Leadership Team.
- A meeting with parents/carers may be arranged to discuss barriers to learning and create an action plan for improvement.
- In some cases, pupils may be required to attend compulsory Homework Club to ensure they complete work in a supported environment.

11.3 Balancing Sanctions with Support

While sanctions are necessary to uphold high expectations, All Saints recognises that some pupils may face genuine barriers to completing homework. In these cases, staff will:

- Work with pupils to resolve access issues (e.g., lack of devices or internet).
- Provide adapted tasks where needed to ensure accessibility.
- Encourage use of Homework Club and other in-school support structures.

By combining clear consequences with meaningful support, we aim to establish a culture where homework is valued, taken seriously, and contributes directly to pupil success.

12. 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 ChatGPT and Google Gemini. All Saints recognises that AI has many uses to help pupils learn but may also lend itself to cheating and plagiarism.

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

All Saints considers any unattributed use of AI-generated text or imagery to be plagiarism and will follow our plagiarism procedures as set out in the [Malpractice Policy](#)

13. Links with other Policies and Documents

This policy reads alongside:

- Teaching and Learning Playbook
- Inclusion Handbook
- SEND Policy
- SEND Information Report
- Behaviour and Relationships Policy
- Reading Strategy
- Assessment, Feedback and Marking Policy
- Equality Information and Objectives
- Catholic Life and Mission Statement