

1. Principles and Definitions

At WHSG, we define homework as any work that students are expected to complete outside of lesson time. This does not include independent learning activities that are encouraged but not formally set as part of the curriculum (e.g. guided learning in the Sixth Form).

We believe homework plays an important role in students' education, particularly in supporting retrieval practice and the application of knowledge, enabling students to consolidate what they have learned in lessons and develop as responsible, independent learners.

- Focused on retrieval practice and the application of subject matter that has already been taught in class.
- Clear, specific and relevant, so that students understand both what they are doing and why.
- Purposeful and planned, forming an integral part of a sequence of learning rather than an 'optional extra'.
- Efficient and achievable, so that it can be completed in a reasonable amount of time.
- Accessible, allowing students of all abilities to benefit from its completion.
- Supported by a mechanism for feedback; this may be automated (e.g. via an online platform) and does not require teacher marking.
- Acknowledged in a way that promotes student accountability and informs responsive teaching.

2. Protocols and Expectations

Educational research suggests that homework can support progress when it is purposeful, well-designed and appropriately balanced over time, with excessive amounts potentially leading to diminishing returns. At WHSG, we recognise that homework—particularly retrieval practice and the application of material already taught—plays a key role in developing mastery.

There is no expectation that teachers should set homework every lesson or routinely use the maximum time permitted. However, when used well, homework can significantly strengthen understanding and support long-term retention, and we encourage its thoughtful use where it will have the greatest impact. Homework set for its own sake is ineffective; quality and purpose are more important than quantity.

No *additional* homework should be set for completion during school holidays, other than transition work in the Summer of Year 11 and Year 12. Homework in the fortnight before an examination period should be solely revision based.

Homework should be set at an appropriate point in the lesson (ideally at the start), with clear communication of the task, including the purpose, due date and expected completion time. Students should be given sufficient time to record key details where appropriate. At KS5, where homework is set and managed online, teachers should still ensure that expectations are clearly communicated during the lesson.

Maximum Homework Time

Bearing this in mind, the maximum total amount of homework that may be set per fortnight for each key stage is as follows; this time may be combined into longer tasks where appropriate.

- In KS3, up to twenty minutes of homework may be set per hour taught over a fortnight.
- In KS4, up to two hours of homework may be set per subject per fortnight.
- In KS5, teachers may set one hour of homework for every hour taught.
- Form tutors may set an additional thirty minutes of PSHCE homework each fortnight for all key stages.

Homework Deadlines

Homework should not be set for handing in the next day.

If the homework is due *within* five days of the lesson that it is set, all students must be able to complete it within:

- Thirty minutes for KS3 and KS4
- One hour for KS5.

3. Roles and Responsibilities

It is the responsibility of the teacher to:

- Set homework in accordance with this policy.
- Communicate homework clearly, including the due date and expected completion time.
- Ensure that homework is recorded in students' planners at KS3 and KS4, and set and managed through Teams Assignments at KS5.
- Apply the school's Behaviour Policy where homework is not completed.

It is the responsibility of the student to:

- Complete all homework to the best of their ability and in accordance with the Trust's AI policy.
- At KS3 and KS4, record all homework in their planner. At KS5, check Teams Assignments regularly. In all cases, students should be aware of the due date and expected completion time for each task.
- Manage their time outside of lessons so that homework is completed on time without having to be rushed.
- Catch up on any missed homework, either by speaking to another student or their teacher.
- Read regularly and widely, as noted in the literacy policy.

It is the responsibility of the parent to:

- At KS3 and 4, check and sign their child's planner weekly.
- Sign off homework where their child has spent the allotted time and made a genuine effort but has been unable to complete the task.
- Allow a suitable place and sufficient time for their child to complete their homework. This could be in a quiet, designated place at home or after school in the school library.

4. Monitoring and Reporting

All teachers are responsible for implementing this policy. Heads of Department will monitor its implementation within their departments, support consistency and address any concerns that arise. Overall oversight will be provided by the Assistant Headteacher for Teaching and Learning.

5. External References

- Jovita M. Castellino; The Homework Conundrum (Routledge, 2025)
- Educational Endowment Foundation; Secondary Homework (accessed 11.02.18)
- <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homeworksecondary/>
- Huntington Research Schools Network; Homework: What does the evidence say? (accessed 11.02.18)
- <https://huntington.researchschool.org.uk/2017/11/10/homework-what-does-the-evidence-say/>
- Susan Hallam (IOE); Homework – its uses and abuses (accessed 11.02.18)
- <https://content.ncetm.org.uk/itt/sec/KeelePGCEMaths2006/Research/Homework%20Research/ReportSusanHallam.pdf>
- John Hattie; Visible Learning (Routledge, 2008)
- John Hattie; Visible Learning for Teachers (Routledge, 2012)
- Peps Mccrea; Memorable Teaching (CreateSpace Independent Publishing Platform, 2017)