



HALEWOOD
ACADEMY

WE SEEK THE BEST

HOMEWORK POLICY

2025-2026

Version Number: 01

Ratified by Local Governing Body: May 2026

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Academy Link: Mr J Marsh

Governor Link: Mrs C Roe

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1. Introduction

This policy sets out Halewood Academy's expectations in relation to homework for Key Stage 3 (KS3) and Key Stage 4 (KS4) pupils. It outlines the strategies for frequency, purpose, monitoring, and communication.

The policy aligns with the school's vision and curriculum intent, adhering to DfE and Ofsted expectations for effective teaching and learning.

- **DfE Guidance:** Homework is considered "an important part of education for pupils of all ages" which supports independent study habits and consolidates learning.
- **Ofsted Context:** Homework is a key element in supporting pupil progress when it is set with clear intent, is manageable, and is pitched appropriately.

2. Aims of Homework

- To consolidate and reinforce classroom learning.
- To promote independent learning and time management.
- To provide opportunities for retrieval practice and mastery.
- To support readiness for subsequent lessons and assessments.
- To engage parents and carers in the learning process.
- To extend learning beyond the classroom where appropriate.

3. Roles and Responsibilities

3.1 Homework Lead (JMA)

- Analyse homework setting, submission and logging on Class Charts.
- Feedback bi-weekly to identified senior leaders regarding headline figures for homework.
- Analyse KPI data half-termly to share with the trust.
- Support Subject Leaders analysis of homework data for their departments, where required.
- Hold staff to account where their performance doesn't reflect their responsibilities as outlined by this policy.



- Ensure platforms such as Sparx, Seneca and Class Charts operate effectively.
- Communicate policy updates with stakeholders.
- Support subject leaders and teaching staff with application of sanctions when following the Homework Pathway (see Figure 2).

3.2 Subject Leaders

- Ensure homework tasks align with the subject's curriculum intent and sequencing.
- Monitor the quality and appropriateness of homework set by teachers.
- Hold staff within their departments to account where their performance doesn't reflect their responsibilities as outlined by this policy.
- Support teaching staff with application of sanctions when following the Homework Pathway (see Figure 2).

3.3 Teaching Staff

- Set meaningful, purposeful homework aligned with this policy.
- Use Class Charts to notify parents/carers of tasks and due dates.
- Use data from platforms such as Seneca, Carousel and Sparx to monitor engagement and inform interventions.
- Follow the Homework Pathway (see Figure 2) to reward and sanction homework completion.

3.4 Pastoral staff

- Support teaching staff with rewards and sanctions linked to homework completion.

3.5 Parents and Carers

- Encourage and support their child in managing tasks.
- Use Class Charts to stay informed regarding expectations and deadlines.

3.6 Students

- Take responsibility for completing homework to the best of their ability.



- Seek help when unsure about content.
- Use reminders on Class Charts to manage deadlines.

4. Key Stage 3 (KS3)

4.1 Core Subjects: English, Maths, Science

- **Platform:** All homework will be set via Sparx.
- **Frequency:** Maths and English is weekly. Science is fortnightly.
- **Notification:** Teachers will use Class Charts to notify parents/carers of due dates.
- **Monitoring:** Completion data from Sparx will be logged on Class Charts and used to inform classroom teaching. Staff will follow the behaviour pathway (see Section 6) where student expectations regarding homework are not met.

4.2 Other Subjects

- **Platform:** Subject specific as per Figure 1.
- **Frequency:** Subject specific as per Figure 1.
- **Notification:** Teachers will use Class Charts to notify parents/carers of due dates.
- **Monitoring:** Completion data from platform of choice will be logged on Class Charts and used to inform classroom teaching. Staff will follow the behaviour pathway (see Section 6 Figure 2) where student expectations regarding homework are not met.

5. Key Stage 4 (KS4)

5.1 All Subjects

- **Platform:** Subject specific as per Figure 1.
- **Frequency:** Subject specific as per Figure 1.
- **Notification:** Teachers will use Class Charts to notify parents/carers of due dates.
- **Monitoring:** Completion data from platform of choice will be logged on Class Charts and used to inform classroom teaching. Staff will follow the behaviour pathway (see Section 6 Figure 2) where student expectations regarding homework are not met.



Figure 1

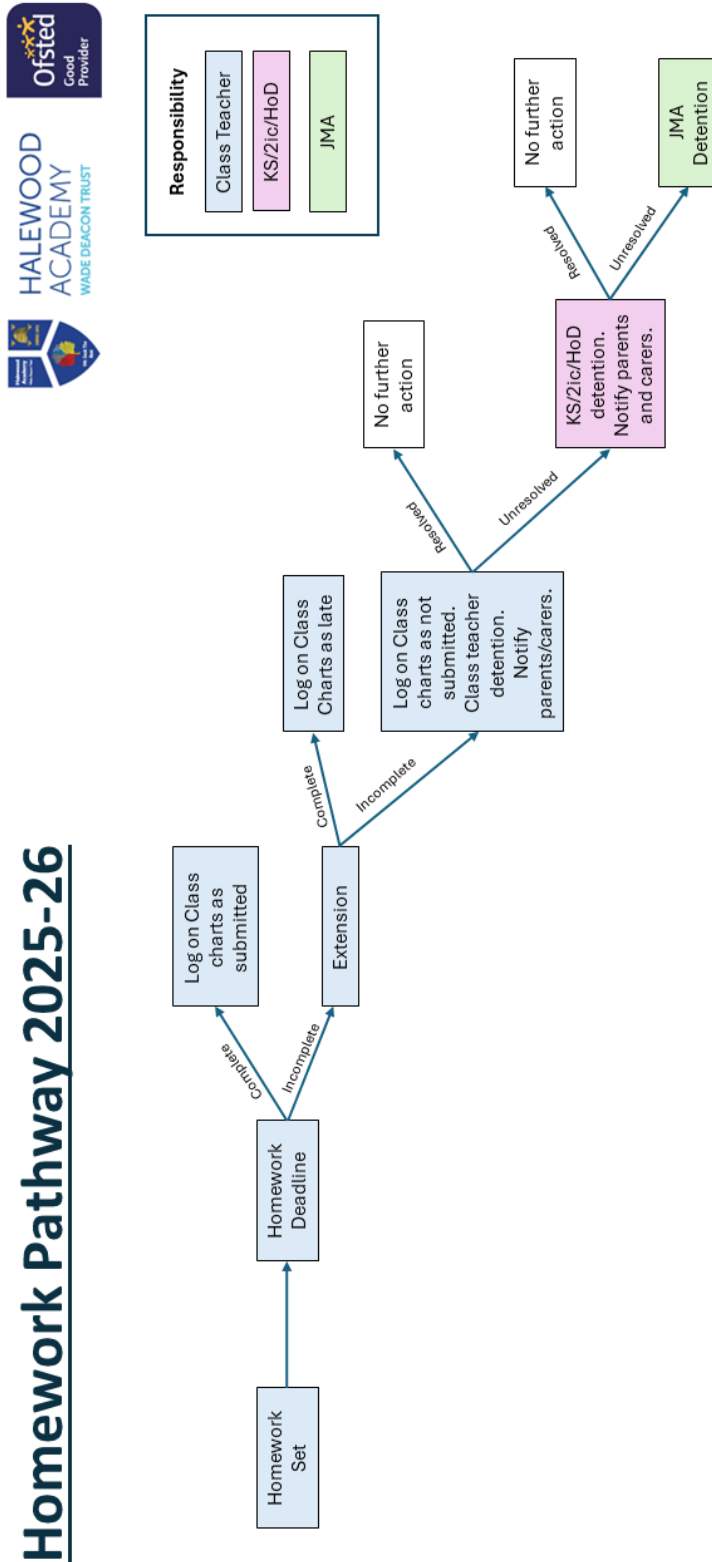
Subject(s)	How will homework be set? Key Stage 3	How will homework be set? Key Stage 4	Homework Frequency - Key Stage 3	Homework Frequency - Key Stage 4
Art; Photography;	Paper based; Online;	Paper based; Online;	Half termly	Fortnightly
Childcare;	No homework;	Paper based; Online;	Half termly	Half termly
Computer Science; Business;	Online;	Online;	Half termly	Weekly
DT; Food Technology;	Paper based;	Paper based;	As per rotation	Fortnightly
English;	Online;	Online;	Weekly	Weekly
Geography;	Online;	Online; Paper based;	Fortnightly	Fortnightly
History;	Online;	Paper based; Online;	Every three weeks	Weekly
Maths;	Online;	Online;	Weekly	Weekly
PE;	No homework;	Online; Paper based;	N/A	Weekly
Performing Arts;	No homework;	Paper based;	N/A	Weekly
RE;	Online;	Online; Paper based;	Four times a year	Twice per half term
Science;	Online;	Paper based;	Fortnightly	Fortnightly
Spanish;	Online;	Online;	Fortnightly	Weekly
Sports Science;	No homework;	Online; Paper based;	N/A	Half termly



6. Non-Completion of Homework

Staff will follow the behaviour policy in Figure 2.

Figure 2





7. Equity and Inclusion

- Teachers must ensure homework is accessible to all pupils, including those with SEND or EAL needs.
- Adaptations to tasks or platforms should be made where necessary in consultation with SEND staff.
- Computer rooms will be staffed and open during lunch times for students who require computer access.

8. Evaluation and Review

- This policy will be reviewed annually to ensure it remains:
 - Aligned to the school's curriculum design.
 - Responsive to student needs.
 - Informed by feedback from stakeholders (students, staff, families).
- Changes will be informed by evidence from best practice, including the Education Endowment Foundation (EEF), which emphasises that homework can have a significant positive impact, particularly in secondary school, when it is well-designed and linked clearly to learning.