



Homework Policy

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Chair of Governors:-	Steph Day
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Homework Policy

Aim/Rationale

Homework is an integral part of learning at Hobart High School. It is a valuable learning activity which extends the range and depth of students' knowledge as well as encouraging the development of students' ability to effectively organise and manage their learning independently in line with the Education Endowment Foundation's metacognition guidance document recommendation six, and will ultimately will help prepare students for KS4 exam preparation and beyond.

Homework refers to tasks given to students by their teachers to be completed outside of their usual lessons. It can take a variety of forms and can enable students to:

- Effectively organise and manage their learning independently through study/revision style homework that encourage students to use and reflect on a range of learning strategies. These study/revision homework pieces could be in preparation for summative tests, starters for 10 or study based activities encouraging regular retrieval practice. Revision for a summative assessment may be followed by the completion of an 'exam wrapper' in order for students to reflect on their revision and complete the 'plan, monitor, evaluate' cycle.
- Enhance learning and development of long-term memory through study/retrieval style tasks that could include knowledge organisers.
- Consolidate and extend work covered in class through application tasks or online platforms.
- Develop literacy skills through reading based tasks.
- Develop research skills.
- Respond to and action DNA marking from their teacher (please see our marking and assessment policy for more detail on the DNA approach).
- To complete "pre learning" ahead of a new concept or topic being introduced using a "flipped" learning approach. This can be achieved through using platforms such as GCSE Pod.

Expectations

Homework should be planned, and present within departmental schemes of work. With the exception of programmes of revision/study, they should arise from knowledge skills and themes taught in current lessons. Assignments should be clearly structured and feature a clear outcome. It is important that the tasks set are appropriate so that they are appropriate to the age, prior knowledge and experience of each student.

The aim should always be to enable students to complete an assignment successfully and in a reasonable amount of time, and for the homework to be meaningful in terms of knowledge and skills covered.

Setting Homework

Homework will be put on to Go 4 Schools by teachers. Homework details should be set by the teacher and monitored by parents/carers and students on Go 4 Schools. These details should include a full description of the task set, any resources necessary and a clear deadline. Study/revision style homework should explicitly outline potential study strategies to be used by students in line with the guidance on learning and revision strategies within 'Pupil Zone' on the school website. Students can also access the study/revision strategy videos on the website to assist with independent study.

Deadlines

Homework deadlines should be established clearly. The length of time will depend to a considerable extent on the nature of the task and on the age and prior knowledge of the students. However, it is recommended that as a general rule, short-term deadlines are given to students in Key stage 3. In Key stage 4 it may be necessary to set extended assignments. Interim deadlines should be imposed on these occasions, so the progress of work can be monitored. Should teachers expect a homework to take longer than usual; e.g. if setting a "double homework", the deadline should be made explicit.

Not all homework is done at home. For some students who find it hard to work at home, or for some tasks which may require resources more readily available at school, it may be necessary to carry out the task at school. Students should talk to their subject teacher if they need to access any additional support with their homework.

Homework not completed

Parents should be informed as necessary of problems with homework completion.

Failure to meet deadlines should be followed up in the first instance by the subject teacher concerned. In the majority of cases a "one-off" lapse in organisation, concentration or a misunderstanding will be the probable cause. These incidents should be addressed firmly but sensitively by the teacher. For revision/study style homework, positive framing strategies such as celebrating outcomes/highlighting the impact of homework completion on performance, can be used to promote homework completion. There are however, situations where a student who persistently fails to complete homework or misses deadlines, can be expected to be dealt with under the behaviour policy. It is the responsibility of the class teacher and Head of Department to ensure this takes place.

Time spent on homework

Staff should also be aware that some very conscientious students become obsessive and over-burdened with homework. If such a case is suspected, the student's Form Tutor should be consulted and parents/carers contacted as appropriate. Staff should therefore be mindful that an assignment could take one student considerably longer to complete than another. With this in mind, we set general guidelines for the schools expectations around the time students should spend on homework per week.

Homework expectations for Key Stage 3 students are 3-5 hours per week with the expectation that this builds in time across the key stage.

Key Stage 4 expectations are 5-7 hours in a typical week. Clearly, there are times within Key Stage 4 where this expectation will need to be higher, e.g. mock exams and preparation for GCSE final exams.