



## HOMework POLICY

Date of Last Review	<a href="#">June 2025</a>
Date of Next Review	<a href="#">June 2026</a>
Review period	1 Year

*Tayyibah Girls School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

Homework Policy  
Lead Person:  
Headteacher

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Forum: Staff Meeting

## **HOMEWORK POLICY**

**A homework policy is a partnership agreement between the school, the pupil and the parent/guardian. Therefore, in developing this, it is important that the school lays out its expectations and ensures parents/guardians are clear about what these expectations are.** Homework is an essential part of our school approach to helping students learn, think and work effectively.

### **Purposes**

Educational research suggests that homework has a positive impact on pupil progress, particularly with pupils in secondary schools.

At Tayyibah Girls' School, homework is used:

- to enable students to undertake independent learning
- to reinforce learning in the classroom
- to practice and consolidate skills
- to prepare students for future learning
- for revision
- to encourage curiosity and wider reading/learning
- to conduct in-depth inquiry and research skills
- to encourage students to develop organisational skills and manage their time effectively

### **Amount and types of Homework**

Regular homework should be set relating to the topic being taught in class as means of consolidating or extending classwork. Excessive and unnecessary homework is to be avoided. (Refer to Appendix 1)

### **Teachers will**

- Only set homework when it is appropriate and purposeful.
- Set homework on Google Classroom with a due date.
- Be clear about the purpose of the homework task and how it will support student learning.
- Ensure that homework tasks are accessible to all students.
- Ensure sufficient time is provided to allow completion of homework, including over school holidays.
- Be mindful of students' additional commitments, both in and out of school, when setting deadlines.
- Provide appropriate feedback
- Praise and reward students for excellent efforts when it comes to the completion of homework tasks.

- Record a homework notification for any late/incomplete homework to alert parents and allow for internal monitoring.

#### **Parents are encouraged to...**

- Assist their child with planning and organising their homework. The Guardian Summaries can be used to support this.
- Provide their child, where possible, with a suitable learning environment in which to complete their homework without distractions.
- Discuss homework tasks and teacher feedback to encourage conversations about learning.
- Monitor rewards and consequences related to homework completion.
- Email the class teacher if there are any reasons why homework can't be completed.

#### **Students should...**

- Use Google Classroom daily to check for homework tasks.
- Allow adequate time to complete homework to a standard that reflects their understanding and best efforts.
- Where possible, find a quiet environment to complete homework.
- Take initiative for their own

#### **Homework Club?**

#### **Marking Homework**

Homework should be marked, checked and returned to pupils in accordance with the school marking and assessment policy.

#### **Homework Sanctions?**

## APPENDIX 1

### PRIMARY SUGGESTED HOMEWORK TIMETABLE

Year Group	Approximate Time allocation	Activities
Year 1 and Year 2	1 hr – 1½ per week	Reading books sent home each day Spellings weekly Maths linked to classroom learning and specifically targeted maths as appropriate to individual children Topic research as appropriate
Years 3 and 4	1 hr 30 mins/week (10 – 15 mins reading each evening)	Daily reading to parents and/or Independent reading Spellings – to be practised at home each week Tables / Number facts practice Maths linked to classroom learning and specifically targeted maths as appropriate to individual children Topic research as appropriate
Years 5 and 6	30 mins /day (10 – 20 mins reading – fiction or reference, tables/number facts)	Regular reading Regular curriculum homework tasks each week Maths linked to classroom learning and specifically targeted maths as appropriate to individual children Spellings – to be practised at home each week

Years 1 & 2            1 ½ hours / week  
Years 3 & 4            1 ½ hours/week  
Years 5 & 6            30 minutes per day

## SECONDARY SUGGESTED HOMEWORK TIMETABLE

The amount of time spent on each homework task is flexible, but within the following guidelines (as set by government):

**Key Stage 3** Advice will be given to students on how long they should spend on a task.

Subject	Y7	Y8	Y9	Frequency set
English	2x 30 mins	2x 30 mins	2x 45 mins	Weekly
Maths	2x 30 mins	2x 30 mins	2x 45 mins	Weekly
Science	1x 45 mins	1x 45 mins	1x 45 mins	Weekly
Geography	1x 30 mins	1x 30 mins	1x 30 mins	Fortnightly
History	1x 30 mins	1x 30 mins	1x 30 mins	Fortnightly
RS	15 mins	15 mins	20 mins	Fortnightly
Arabic	1x 30 mins	1x 30 mins	1x 30 mins	Weekly
Art	30 mins	30 mins	30 mins	Half Termly
Computing	30 mins	30 mins	30 mins	Half Termly

Homework set half termly will be project based and run alongside the class curriculum.

They are also expected to read for pleasure for at least 20 minutes a night. In addition to the inherent value of reading for pleasure, reading broadly and regularly improves children's wider knowledge of the world, and significantly benefits their vocabulary. Reading will be monitored by parents and not directly supervised by teachers.

**Key Stage 4:** Students should aim to complete a minimum of one hour of study per subject per week. This can include homework that has been set by the teacher, but should also include independent study/revision.

Subject	Y10	Y11	Frequency set
English	2x 60 mins	2x 60 mins	Weekly
Maths	2x 50 mins	2x 50 mins	Weekly
Science	3x 45 mins	3x 45 mins	Weekly
Other Subjects	<p>Other subjects will have 60 minutes homework per week, per subject as appropriate and dependent upon revision, examination schedule and controlled assessments.</p> <p>In addition to the work set in class, all students in Key Stage 4 are expected to read for pleasure for a minimum of 30 minutes a night; this will be monitored by parents and not directly supervised by teachers.</p>		

### **What should be considered when setting homework?**

- Planned and focused activities are more beneficial than homework which is not linked to class activities or irrelevant to learning outcomes. We would not expect to see homework set that is not rooted in the curriculum, and research outlines the importance of ensuring that homework is an integral part of learning, rather than an add-on.
- It should never be used as a punishment or penalty for poor performance.
- Homework should never be easy; if it is not challenging, it is unlikely to have impact.
- The quality of homework is more important than the quantity. Where appropriate, pupils should receive specific and timely feedback on homework.
- The purpose of homework should be made clear to children e.g. to increase a specific area of knowledge, or fluency in a particular area.
- In line with the expectations of our knowledge-rich curriculum, we advocate that teachers set homework that supports children's retention of information over time. For example, a teacher might set 30 minutes' worth of self-quizzing on a particular knowledge organiser, and then quiz the students in class afterwards. Alternatively, students might write an essay that references the information they self-quizzed on. This is an example of how effective homework can support learning over time.
- Homework can be effectively used as a mechanism for revisiting previously taught information or skills. For example, a Term 3 homework might see you asking students to write a summary of a text or topic they studied in Term 1. You could also use homework tasks that direct students to make links and draw comparisons between topics that they studied over a long period of time.
- Homework should not be completion of classwork