



The King's (The Cathedral) School
Homework Policy

Responsibility:	Mr R Mbanu
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Homework Policy

The School believes that learning is complimented by a good, well-managed homework programme which aims to help children and young people to continue to develop the skills and attitudes they need for successful lifelong learning. All homework is set using the online platform, Show My Homework platform.

BENEFITS OF HOMEWORK

Homework has a number of benefits for students:

- The strengthening and consolidation of learning from the classroom;
- The encouragement of independent learning skills;
- The opportunity for creative and thoughtful responses to ideas covered in class;
- The opportunity for a dialogue between students and parents / carers;
- Learning how to manage time effectively and work to set deadlines.

GOOD PRACTICE WHEN SETTING HOMEWORK

Effective homework should:

- Be planned to ensure effective learning;
- Be **varied in nature**, both in terms of outcome (e.g. verbal, projects, essays, research) and in providing opportunities for the student to develop as a learner (e.g. preparation for new content – flipped learning, knowledge consolidation, applying ideas, evaluating viewpoints);
- Provide an opportunity for pupils to demonstrate their **independent learning**. Homework should not merely consist of completing work not finished in class (unless the nature of class work is project- based where manageable targets would be expected, or where the task is too long to complete in class);
- Arise from a well-planned Scheme of Learning;
- Be appropriate to the ability of the individual;
- Be accessible and manageable.

THE AMOUNT OF HOMEWORK SET

Year Group	Frequency of Work set
JD1	Two sets of 20-minute homework per week
JD2	Four sets of 25-minute homework per week
7	One homework per 2-week cycle for Maths, English & Science for the first half term Thereafter, one homework per subject per 2-week cycle
8	One homework per subject per 2-week cycle
9	
10	One homework per subject per week
11	
Sixth Form	As and when appropriate

The published homework timetables provide detail on the recommended length of time for homework.

HOMEWORK TIMETABLE

For Key Stages 3 and 4, the member of SLT with responsibility allocates subject homework to days of the week to ensure, as far as possible, that there is an equitable spread across the two-week timetable. Key Stage 5 students are expected to manage their workload in liaison with teaching staff as appropriate.

At the start of the term, form tutors share the homework timetable with their group, ensuring that students understand the arrangements. These timetables can also be found on the homework section of our website [here](#).

THE ROLE OF THE TEACHER

Feedback on homework should be in accordance with the whole school Assessment and Feedback policy. **Where fuller feedback is delayed the teacher should still check the work has been completed on time.** This may be achieved by simply opening the book at the homework for a visual check around the room.

- It is important that teaching staff set homework according to the homework timetable. In exceptional circumstances staff should explain carefully to students why homework has had to be moved to another day;
- Teachers will set all work on the **Show My Homework** platform, ensuring sufficient detail, and where appropriate, attachments, examples and links are provided;
- Other than in exceptional circumstances homework should not be expected to be completed for the next day.

THE ROLE OF THE LEARNER

- To check **Show My Homework** regularly, ideally on a daily basis;
- To complete homework, to the best of their ability, by the deadline set.

MONITORING HOMEWORK

The monitoring of homework is the responsibility of the classroom teacher, supported by the HoD, form tutors and AHOYs.

The *Head of Department* ensures that there are clear homework tasks identified within the Schemes of Learning, and they are consistently applied where appropriate. They monitor that homework is being set by members of the curriculum team, and that subsequent work is being marked and returned within a reasonable timeframe.

The *Academic Head of Year* provides a snapshot of homework on a *half termly* basis – this should equate to approximately fifteen per cent of any one year group and should cut across all forms. Any emerging patterns related to a lack of HW being set should be discussed with the HoD following a meeting with the SLT Year link.

HOMEWORK SUPPORT

Several Departments offer homework support clubs and mentoring opportunities. Learning Support offers assistance for SEN pupils.

REPEATED FAILURE TO COMPLETE HOMEWORK

Failure to complete homework should lead to the application of The School's Behaviour Code and a SIMS entry of the action taken, e.g. detention, contact with home, should be recorded.

PARENTAL INVOLVEMENT

Homework is a great opportunity for parents to show an active interest in the work of their son or daughter. The importance of homework will be made clear at Information Evenings for Year 3 and Year 12, for Year 6 to Year 7 transition, along with the school prospectus. Parents should monitor the amount of homework that is being set and are encouraged to take an active interest in helping students organise their time and work as efficiently as possible, rather than just insisting that it is done. Parents can set up a Parent account on Show My Homework, details on how to do so can be found in the Parent section of the websites [here](#).

Use of Artificial Intelligence

AI technologies offer some advantages for learning, such as personalised tutoring, immediate access to information, and enhanced productivity through automated assistance. These tools can aid students in comprehending complex subjects, improving their writing skills, and fostering creativity.

However, while AI has the potential to enhance educational experiences, it also poses risks if misused. Over-reliance on AI for completing assignments can impede a student's progress by preventing the development of critical thinking and problem-solving skills. Furthermore, improper use of AI, such as submitting AI-generated work as one's own, can compromise academic integrity and lead to serious repercussions.

Therefore, this policy delineates the uses of AI that may be encouraged and uses that may be discouraged.

Uses of AI:

- **Research Assistance:** Students may use AI tools to gather information and resources relevant to their assignments, ensuring they properly cite all sources.
- **Grammar and Spell Check:** AI tools can be used to check for grammatical errors and spelling mistakes to improve the quality of written work.
- **Learning Support:** AI-based educational platforms and tutoring services can be used to understand complex topics and receive personalised learning support.
- **Plagiarism:** Submitting AI-generated content as one's own work is strictly prohibited. All submissions must be the student's original work.
- **Unauthorised Assistance:** Receiving help from AI in a manner that violates the specific instructions of an assignment or exam is forbidden.
- **Misrepresentation:** Presenting AI-generated data, analysis, or conclusions as one's own without proper attribution is not permitted.

In some circumstances use of AI may lead to the application of The School's Behaviour Code and a SIMS entry of the action taken, e.g. detention, contact with home, should be recorded. We recommend that all students consult with their class teacher before using AI assistance for the completion of homework.