

‘Growing together in the spirit of Christ’s love’

All Hallows Catholic High School



Homework Policy

Signed by:

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All Hallows Teaching and Learning

‘Growing Together in the Spirit of Christ’s Love’

At All Hallows, every lesson counts and we expect pupils to work extremely hard in lessons to make as much progress as possible.

AIMS:

Homework should

- complement the agreed subject curriculum maps and SoW
- encourage and develop self-discipline, study habits and a range of skills in planning and revising
- allow for the reinforcing, extending and consolidating of knowledge and skills covered in the curriculum
- give pupils experience of working on their own and to develop in pupils a sense of responsibility and commitment to their own learning
- involve families as partners in education
- help prepare pupils for internal and external examinations
- further challenge and extend pupils with higher starting points
- provide focused and sustained support for pupils with lower starting points

Homework Principles

Purpose of Homework

Homework should reinforce, revisit and strengthen learning that has already taken place in the classroom. The primary purpose of homework is to support long-term retention of knowledge, improve recall fluency, and develop independent study habits rather than generate extensive written work.

Homework as Retrieval Practice

Research shows that regular retrieval practice is one of the most effective ways to improve learning and memory. Therefore, homework should increasingly focus on:

- Knowledge retrieval and recall activities.
- Low-stakes quizzing and self-testing.
- Spaced practice of previously taught content.
- Revision of key vocabulary, concepts, facts, and procedures.
- Checking for understanding rather than producing lengthy written responses.

Homework should be designed as a learning tool rather than an assessment tool and should provide frequent opportunities for students to revisit and secure prior learning.

Use of Educational Technology

Educational technology platforms can play a significant role in supporting effective homework. Departments are encouraged to make use of platforms that provide:

- Automated retrieval quizzes.
- Adaptive practice activities.
- Immediate feedback for students.
- Progress tracking for teachers and students.
- Opportunities for repeated practice and revision.

Where appropriate, technology-enabled homework should replace more traditional written tasks that can now be easily completed using artificial intelligence tools without demonstrating genuine understanding.

Pupils could use knowledge organisers, GCSE revision guides, and online resources such as Educake, Maths Watch and SPARX to apply and practise the knowledge, skills and concepts from the planned curriculum.

Written Homework in the Age of Artificial Intelligence (AI)

While extended writing remains important within classroom teaching and formal assessment, routine homework should place less emphasis on lengthy written tasks that may not accurately reflect a pupil's independent thinking or knowledge.

Teachers should prioritise homework activities that:

- Require students to retrieve knowledge from memory.
- Demonstrate understanding through application and practice.
- Encourage self-assessment and reflection.
- Support preparation for classroom discussion, assessment, and future learning.

Written homework should be purposeful and aligned to curriculum goals rather than set as a default expectation.

Key Stage 3: Teachers should prioritise meaningful retrieval and revision activities over the quantity of work completed.

- Building secure subject knowledge.
- Developing retrieval habits.
- Reading and vocabulary development.
- Regular low-stakes quizzing and knowledge checks.
- Independent practice of core skills.

Key Stage 4: Homework at KS4 should reflect the demands of exams and develop pupils' confidence, resilience, and exam technique over time.

- Retrieval practice and knowledge consolidation.
- Structured revision programmes.
- Regular use of GCSE-style questions.
- Practice with past paper questions and examination materials.
- Self-marking and reflection using mark schemes.
- Identification and closing of knowledge gaps.

Frequency and Quality

The effectiveness of homework is determined by its quality and impact rather than its length. Homework should therefore be:

- Purposeful.
- Manageable.
- Clearly linked to curriculum objectives.
- Accessible to all students.
- Focused on improving learning and retention.

Teachers should set homework on Synergy:

*** Suggested Frequency of Homework:

*** Attempt to stagger homework's to avoid setting only on Fridays.

KS3 (Yr 7- Yr 9)	
Subject	Frequency of Homework
English Maths Science	Once per week
Geography History Computer science PE (No homework set until KS4) RE Spanish / French	Once per fortnight
Art Design Technology Dance / Performing Arts / Music Food Technology	Once every three weeks
KS4 (Yr 10 &- Yr 11)	
Subject	Frequency of Homework
English Maths RE Science	Once per week
Art Design Technology Food Technology Geography History ICT/ Computer Science Music / Dance / Performing Arts PE / Sports Studies Spanish/French Health & Social Care	Once every fortnight