

St Bede's Catholic Voluntary Academy



Homework Policy

We commit ourselves to love, respect and serve one another as disciples of Jesus Christ

Approval Date	September 2026
Review Date	September 2029

1. Culture, Ethos and Values at St Bede's Catholic Voluntary Academy

At St Bede's, our academy is a community where Jesus Christ is our role model and his message the guiding principle behind all we do. Every member of our community is responsible for creating an environment that is caring, fair and respectful of each individual. We actively seek to live out our mission statement so that we "Love, Respect and Serve one another as Disciples of Jesus Christ" and create a culture which is caring and supportive. We develop our potential, celebrate our talents and go forward together in faith.

Christ is the foundation of everything we do and the Gospels provide us with our influence and inspiration. We are therefore committed to promoting:

The uniqueness of the individual:

We believe that every person is a unique individual, created in God's image and loved by Him. We are therefore committed to treat every person with equality of esteem and the respect and dignity due to a child of God.

The search for excellence:

We are called to seek perfection in all aspects of our lives. We celebrate the enrichment of the total community, which flows from diversity of age, gender, racial and social origins, abilities, culture and religion. We are therefore committed to ensure that all are to be given every opportunity to develop their talents to the full.

The education of the whole person:

We offer young people the experience of life in a community founded on Gospel values and working in harmony. Through this and a variety of educational experiences and interactions we aim to prepare young people for a life working with others in communities which maybe diverse socially, culturally and religiously. We recognise that it is also important to help pupils to understand their own ethnic identity and cultural heritage as well as helping them to understand that of others irrespective of whether the academy serves or is located in an ethnically diverse community.

The education of all

We have the duty of care for all to ensure that we provide for those who are socially, academically, physically, emotionally or financially disadvantaged.

Moral principles

Our belief in the Gospel message commits us to be in the forefront of the movement for social and racial justice and harmony. We believe this is fundamental to the common good. We aim to prepare our young people to serve as witnesses to these moral and spiritual values in the wider world.

Consequently, we still strive to ensure that: Any person recruited to the service of the academy, whether as a member of staff or as a volunteer, is made fully aware of our aims and objectives and required to support them;

Children who are admitted to the academy and their families are fully aware of our aims and objectives and undertake to support them;

All of our structures and policies are evaluated and kept under constant review in order to see that no individual is subject in any way to unlawful discrimination, whether intentional or unintentional, and to ensure that all are enabled to reach their full potential.

2. Rationale

Homework is work that is set to be done outside of the timetabled curriculum. It contains an element of independent study in that it is not usually directly supervised by a teacher. It is important in raising attainment and promoting good and outstanding progress.

Not all homework is done at home; in fact, for some students who find it hard to work at home, or for some tasks which may require resources (books, software, equipment) more readily available at school, it is necessary or desirable to carry out the task at school.

Homework enhances student learning, improves attainment and develops students' study skills and as such is an integral part of the curriculum. It requires careful planning and integration into the scheme of work of each curriculum area.

3. Aims

Homework enables students to:

- Consolidate and extend work covered in class or prepare for new learning activities.
- Access resources not available in the classroom.
- Develop research skills.
- Have an opportunity for independent work.
- Show progress and understanding.
- Provide feedback in the evaluation of teaching.
- To enhance their study skills e.g. planning, time management and self-discipline.
- To take ownership and responsibility for learning.
- Engage parental co-operation and support.
- Create channels for home school dialogue.
- Develop and promotes resilience.

4. SEND

In setting homework for students with Special Educational Needs and Disabilities (SEND), teachers are encouraged to balance the right of students to share fully in the work of the class with their individual learning needs. This may necessitate a slightly different approach to the homework set to SEND students across The Academy. Teachers who need any support and guidance with this should liaise with the SENDCO.

5. Pupil Premium

The Academy is committed to ensuring no student, when asked to do homework, is disadvantaged by lack of access to resources. The Academy will provide access to all resources necessary to complete a given homework for any student who requires this support.

6. Homework across the Curriculum

The amount of homework set will vary across the departments at The Academy. For example, it would be logical that there will be less written homework in a practical-based subject than in a traditional academic environment. Students should expect to be set a **maximum of one piece of homework per subject, per week**.

As the experts in their own fields, The Academy supports the integrity of Subject Leaders and Classroom Teachers in the management and regularity of setting homework tasks.

Homework should not normally be set for the following day unless appropriate. Teachers will record homework via Arbor; this will be visible to students and parents via the Arbor app. Student Reports, issued to parents by The Academy, will include a reflection on students' attitude and diligence in completing homework tasks.

While it is down to the individual class teacher to decide upon the amount and regularity of homework set, students in Key Stage 4 should expect to receive more homework than those in Key Stage 3 to support their GCSE-level qualifications. It is the responsibility of the Subject Leader and their Subject Team to decide on the amount of homework set and to monitor that when set, homework is being completed diligently.

6.1 Types of Homework Activity

Homework will be planned and set by class teachers in order to develop the knowledge and/or skills of students, building on their in-class learning or preparing them for future learning.

Please find below a list of 'typical' homework activities which may be set by individual departments. Please note, this is not an exhaustive list but aims to provide a flavour of the types of homework students may be set.

Subject	Types of KS3 Homework	Types of KS4 Homework
English	Frequency: 30 to 45 minutes per week • Wider Reading and comprehension • Learning Vocabulary • Learning Spellings • Project work • Educake	Frequency: 1 hour per week • Wider Reading and comprehension • Learning Vocabulary • Examination revision • Examination questions • Educake
Maths	Frequency: 1 piece per week • Sparks Maths	Frequency: 1 piece per week • Examination revision • Examination questions • Sparks Maths
Science	Frequency: teacher judgement – minimum 3 per half term • Independent research • Seneca learning • Learning key words and definitions • Revising for formal assessments • Oak academy review sessions • Worksheets • Retrieval tasks • Reading tasks • Sparks Science	Frequency: teacher judgement – minimum 4 per half term • Independent research • Seneca learning • Learning key words and definitions • Revising for formal assessments • Oak academy review sessions • Worksheets • Retrieval tasks • Exam questions • Sparks Science
RE	Frequency: two pieces per branch / unit	Frequency: one every two weeks

	• Reviewing videos • Creation of revision material • Examination revision	• Examination revision • Examination questions • Quizzing
Geography	Frequency: 20 minutes per week • Reading & Comprehension • Using key information • Research tasks / fact finding • Revision • Presentations	Frequency: 30 minutes per week • Reading & Comprehension • Examination revision • Examination questions • Seneca learning activities • Learning key vocabulary
History	Frequency: 20 minutes per week • Reading & Comprehension • Using key information • Research tasks / fact finding • Revision • Presentations	Frequency: 30 minutes per week • Reading & Comprehension • Examination revision • Examination questions • Seneca learning activities • Learning key vocabulary
MFL	Frequency: 20 minutes per week • Vocab learning • Learning short paragraphs for writing & speaking • Cultural research • Interactive activities online • Worksheets	Frequency: 40 minutes per week • Vocab learning • Grammar learning • Learning longer paragraphs for writing & speaking • GCSE speaking booklet • Interactive activities on line • Examination revision • Examination questions
Performing Arts	Frequency: 2 to 3 times per term • Learning key terminology	Frequency: instrumental / vocal practice + 30 minutes per week.

	• Reading comprehension • Listening tasks • Research tasks.	• Performance practice • Composition ideas • Learning key terminology • Coursework completion • Examination revision • Examination questions • Learning Scripts / Lines • Completing Portfolios
Art / Photography	Frequency: 30 minutes per week • Research specific artists linked to classwork - info and images. • Finding /collecting images linked to classwork • Reading comprehension exercises • Drawing / Making pieces of artwork.	Frequency: 1 hour per week • The continuation of portfolio coursework / exam prep work for ongoing projects – drawing, painting, making pieces of artwork, taking and editing images. • Photography – taking photos out of school • Research artists /photographers / designers / craftspeople • Finding /collecting images linked to coursework • Annotation /evaluation of work completed in class.
PE		Frequency: 1 hour of additional sport + 30 minutes per week. • Online quiz activities • Learning and using key vocabulary • Examination revision • Examination questions
Health & Social Care		Frequency: up to 1 hour per week • Assignment preparation • Research • Scenario questions

		• Examination revision • Examination questions
ICT	Frequency: twice per term • iDEA • Memory recall (quizzes / assessments) • Questionnaires based on key knowledge • Worksheets	Frequency: 1 hour per week • Pearson Active Learn • Examination revision • Examination questions • Coursework research
Technology	Frequency: 15 minutes per week • Memory & Recall activities • Drawing Techniques • Designer Research • Sensory Analysis & Evaluation • Practicing Skills	Frequency: 30 minutes per week • Memory & Recall activities • Examination revision • Learning vocabulary • Examination questions

6.2 Independent Learning

Independent learning is a vital part of developing a lifelong love of learning. Please also find in the table below links to websites and online learning platforms which students can access at any time, outside of in-class learning and formal homework, to further cement their knowledge and understanding in these subject areas.

Subject	Independent Learning Links
English	http://stbedeseng.weebly.com/ https://senecalearning.com/en-GB/ https://www.gcsepod.com/ https://www.tassomai.com/ GCSE English Literature - Eduqas - BBC Bitesize Resource (eduqas.co.uk)
Maths	https://corbettmaths.com/ https://www.bbc.co.uk/bitesize/examspecs/zcty7hv https://www.gcsepod.com/ https://www.tassomai.com/
Science	https://senecalearning.com/en-GB/ https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/science https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4 https://www.bbc.co.uk/bitesize/subjects/zng4d2p https://www.bbc.co.uk/bitesize/subjects/zrkw2hv https://www.gcsepod.com/ https://www.tassomai.com/
RE	https://resources.eduqas.co.uk/Pages/ResourceByArgs.aspx?subId=26&lvlId=2 https://senecalearning.com/en-GB/ https://www.gcsepod.com/ https://sites.google.com/stbedesscunthorpe.org.uk/religious-education/student-area
Geography	KS3 https://www.bbc.co.uk/bitesize/subjects/zrw76sg https://www.ordnancesurvey.co.uk/mapzone/ KS4

	https://senecalearning.com/en-GB/ https://sites.google.com/site/stbedesks4geographyrevision123/home http://www.bbc.co.uk/schools/gcsebitesize/geography/ http://www.s-cool.co.uk/gcse/geography http://revisionworld.com/gcse-revision/geography https://www.gcsepod.com/
History	KS3 https://www.bbc.co.uk/bitesize/subjects/zk26n39 https://www.bbc.co.uk/cbbc/shows/horrible-histories KS4 https://sites.google.com/site/stbedesks4historyrevision/ https://www.bbc.co.uk/education/topics/zskcg82 https://www.bbc.co.uk/education/topics/zxqvfrd https://www.bbc.co.uk/bitesize/topics/zttypbk https://www.gcsepod.com/
MFL	https://www.kerboodle.com/users/login https://quizlet.com/en-gb https://www.languagesonline.org.uk/Hotpotatoes/index.html https://senecalearning.com/en-GB/ https://www.gcsepod.com/
Performing Arts	https://www.bbc.co.uk/bitesize https://www.youtube.com/ https://www.thenational.academy/
Art / Photography	Practise drawing, painting and making skills with a range of media based on subject matter of their own choice. Develop mini Art projects of their own choosing – create artwork on their own chosen theme, to be kept in a sketchbook or folder which can be submitted as supporting work.
PE	https://www.bbc.co.uk/bitesize/examspecs/zp49cwx https://www.gcsepod.com/ Personal sporting endeavours Joining local sports teams
Health & Social Care	https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/health-and-social-care/2022/teaching-and-learning-materials/HSC%20teacher%20guide.pdf
ICT	KS3 iDea - www.idea.org.uk

	KS4 https://www.pearsonactivelearn.com/app/home https://www.teach-ict.com/ https://www.gcsepod.com/ MS Teams Classes
Technology	KS3 Technology and KS4 Design and Technology https://www.technologystudent.com/ https://www.youtube.com/channel/UChMQUTuG1h9P_Ct8Jj3cVg/videos https://www.youtube.com/watch?v=fWJHh3LoO70&list=PLcvEcrcF_9zL5XSaK7PiRn2oIL7RjQKL1 https://www.youtube.com/channel/UCyx6Ea6CAqwCsiUr9HXWjHQ/videos https://www.youtube.com/c/DanBeardshaw https://www.bbc.co.uk/bitesize/examspecs/zby2bdm https://www.gcsepod.com/ KS3 Food and KS4 Hospitality https://www.youtube.com/watch?v=wUjiCNCWpo4 https://www.youtube.com/watch?v=8R1PXL20NEQ https://www.foodafactoflife.org.uk/ https://www.bbc.co.uk/food https://www.nutrition.org.uk/ https://www.gcsepod.com/ KS4 Engineering https://www.youtube.com/watch?v=ToC8rFFp88Y&list=PL8dPuuaLjXtO4A_tL6DLZRotxEb114cMR https://www.youtube.com/watch?v=owHF9iLyxic&list=PLhz12vamHOnZ4ZDC0dS6C9HRN5Qrm0jHO https://www.youtube.com/watch?v=hUhis2FBuw&list=PL0INsTTU1k2UO-2-AwomFmAs4nuZU9ht3 https://www.gcsepod.com/

7. Responsibilities

7.1 The role of the Student:

- To listen to homework instructions in class.
- To ensure that homework is completed and handed in to meet the deadline. (All details will be found on the student and parent Arbor app).
- To attempt all work to the best of their ability.
- To inform the class teacher of any difficulties.

7.2 The role of the Parent:

- To provide a reasonably peaceful place for doing homework.
- To make it clear that they value homework and support the school in showing how it can help their children make progress.
- To expect and aid their children in meeting deadlines.
- To give praise for the completion of homework.

7.3 The role of the Class Teacher

The Class Teacher controls the direction of homework and the nature of tasks undertaken alongside their Subject Leader.

The Teacher will:

- Set homework in line with their subject specific requirements.
- Provide a clear stimulus for the homework.
- Give full and comprehensive instructions.
- Record homework within Arbor so that it is clearly visible to students and parents via the Arbor app.
- Set deadlines for completed work and ensure that they are met.
- Provide help and support.
- Inform the Subject Leader, Learning Tutor and Head of Year, as appropriate, if problems arise.
- Issue rewards and/or consequences as appropriate.