

HOMEWORK POLICY	Prepared By	HR – Admin
	Issued By	HR Department
Page 1 of 5		

A03 HOMEWORK POLICY

Edison Group of Schools

This policy should be substantially expanded from the original version while retaining the practical expectations already contained within your handbook.

1. INTRODUCTION

Homework is an important extension of learning beyond the classroom. It provides students with opportunities to consolidate knowledge, practise skills, develop independence and take greater responsibility for their own learning.

The Edison Group believes that effective homework contributes positively to student achievement when it is purposeful, meaningful and appropriately planned. Homework should reinforce classroom learning, encourage independent study habits and help students develop the organisational skills necessary for future academic success.

Homework should never be assigned simply for the sake of assigning work. It should have a clear educational purpose and provide opportunities for students to extend, apply or consolidate learning in ways that support curriculum objectives.

The Edison Group recognises that students require a healthy balance between academic commitments, family life, extracurricular activities, wellbeing and rest. Homework expectations should therefore be age-appropriate and manageable while still providing sufficient challenge and opportunity for learning.

This policy establishes a consistent approach to homework across all Edison Group schools and provides guidance for students, parents and staff regarding expectations and responsibilities.

2. PURPOSE OF HOMEWORK

Homework serves several important educational purposes.

Firstly, it reinforces and consolidates learning that has taken place in the classroom. Students often require additional opportunities to practise newly acquired skills before they become secure and automatic.

“Empower students to learn for life and strive for excellence so that they can contribute positively to the global society”

Secondly, homework encourages students to develop independent learning habits. As students progress through the school, they should become increasingly responsible for organising their time, meeting deadlines and taking ownership of their learning.

Homework also provides opportunities for students to prepare for future learning. Reading, research activities and pre-learning tasks can help students engage more effectively with upcoming lessons.

In addition, homework provides parents with valuable insight into what their children are learning and creates opportunities for families to support educational development.

The Edison Group therefore views homework as an important component of the overall learning process rather than an isolated activity.

3. HOMEWORK PRINCIPLES

The following principles guide homework practice throughout the Edison Group.

Homework should:

- Support curriculum objectives.
- Reinforce classroom learning.
- Be purposeful and meaningful.
- Be age-appropriate.
- Promote independence.
- Encourage responsibility.
- Develop study habits.
- Support literacy and numeracy development.
- Be inclusive and accessible.
- Respect students' wellbeing and personal time.

Teachers should carefully consider the educational value of homework before assigning it.

Quality is always more important than quantity.

4. TYPES OF HOMEWORK

Homework may take many forms depending on the age of students and the objectives of the lesson.

Practice Homework

Practice activities provide opportunities for students to consolidate learning through repetition and application.

Examples include:

- Mathematics exercises.
 - Spelling activities.
 - Grammar exercises.
- “Empower students to learn for life and strive for excellence so that they can contribute positively to the global society”

- Reading practice.
- Language learning activities.

These tasks help students strengthen skills that require regular practice and reinforcement.

Preparatory Homework

Preparatory activities help students prepare for future learning.

Examples may include:

- Research tasks.
- Reading assignments.
- Video viewing.
- Vocabulary development.
- Topic investigations.

These activities allow students to arrive in class with some prior knowledge of the content being studied.

Extension Homework

Extension activities challenge students to think more deeply and apply learning in new contexts.

Examples may include:

- Projects.
- Presentations.
- Investigations.
- Creative writing.
- Independent research.

Such activities encourage higher-order thinking and independent learning.

Revision Homework

Revision activities help students prepare for assessments and examinations.

Examples include:

- Revision guides.
- Practice papers.
- Flashcards.
- Retrieval activities.
- Knowledge organisers.

Revision homework becomes increasingly important as students progress into Secondary School and external examination programmes.

Empower students to learn for life and strive for excellence so that they can contribute positively to the global society”

5. HOMEWORK EXPECTATIONS BY PHASE

Early Years Foundation Stage

Within EYFS, homework should focus primarily on supporting language development, reading and positive parent-child interaction.

Formal written homework is generally inappropriate at this stage.

Instead, families should be encouraged to engage in activities such as:

- Shared reading.
- Storytelling.
- Conversation.
- Number recognition.
- Fine motor activities.
- Educational games.

The emphasis should remain on developing positive attitudes towards learning.

Primary School

Homework within Primary School should gradually develop students' independence while remaining manageable and age-appropriate.

Regular homework may include:

- Reading.
- Mathematics practice.
- Spellings.
- Vocabulary development.
- Topic-based activities.

Project work may also be assigned where appropriate.

Teachers should ensure that homework supports classroom learning and does not create unnecessary stress or workload.

Secondary School

Homework plays a more significant role within Secondary School as students prepare for external qualifications and future academic pathways.

Homework may include:

- Independent research.
 - Subject assignments.
- “Empower students to learn for life and strive for excellence so that they can contribute positively to the global society”

- Extended writing.
- Examination preparation.
- Coursework tasks.
- Revision activities.

Students should increasingly develop the ability to manage longer-term assignments and organise their own study schedules.

6. HOMEWORK SCHEDULES AND TIME GUIDELINES

The Edison Group recognises that students require a balanced approach to learning and wellbeing.

As a general guide:

Phase	Recommended Daily Homework Time
EYFS	Reading and family learning activities
Years 1–2	15–20 minutes
Years 3–4	20–30 minutes
Years 5–6	30–45 minutes
Years 7–9	45–90 minutes
Years 10–13	1–2 hours depending on examination programmes

These are guidelines rather than rigid requirements. Teachers should consider the age, needs and circumstances of students when assigning homework.

This should be written in the same narrative handbook style and will likely become a 10–12 page policy when fully developed.

ok

7. DIGITAL HOMEWORK AND ONLINE LEARNING

Technology has become an integral part of modern education and provides valuable opportunities for extending learning beyond the classroom. The Edison Group encourages the appropriate use of digital platforms and online resources to support homework, independent study and student engagement. Digital homework should be used purposefully and should enhance learning rather than simply replace traditional methods. Teachers should carefully select online activities and resources that align with curriculum objectives and support meaningful learning outcomes.

Digital homework may include:

- “Online assignments, for life and strive for excellence so that they can contribute positively to the global society”

- Research activities.
- Educational videos.
- Interactive learning platforms.
- Digital quizzes.
- Collaborative projects.
- Presentation preparation.
- Reading and revision activities.

The Edison Group may utilise approved educational platforms such as Microsoft Teams, Digital Campus, Cambridge resources, Pearson resources and other school-approved applications.

Teachers should ensure that students understand how to access digital homework and that instructions are clear and easy to follow.

Where possible, alternative arrangements should be considered for students who experience difficulties accessing technology or internet connectivity.

Digital homework should remain inclusive and accessible to all students.

8. ARTIFICIAL INTELLIGENCE AND HOMEWORK

The Edison Group recognises that Artificial Intelligence (AI) is becoming an increasingly common tool for learning and research. Students are likely to encounter AI-powered technologies both within and beyond the school environment.

While AI can support learning, it should never replace independent thinking, creativity or genuine understanding.

Students may use approved AI tools to:

- Clarify concepts.
- Generate revision questions.
- Support research.
- Brainstorm ideas.
- Improve understanding of topics.
- Practise language skills.

However, students must understand that homework is intended to demonstrate their own learning and understanding.

Students must not:

- Submit AI-generated work as their own.
- Use AI to complete entire assignments.
- Copy AI-generated responses without critical evaluation.

“Empower students to learn for life and strive for excellence so that they can contribute positively to the global society”

- Use AI to bypass the learning process.

Teachers should provide age-appropriate guidance regarding acceptable AI use and help students understand the ethical implications of using AI technologies.

Where AI tools have been used appropriately, students may be required to acknowledge their use.

Homework tasks should increasingly encourage critical thinking, personal reflection and application of knowledge in ways that cannot easily be replaced by AI-generated responses.

9. ACADEMIC INTEGRITY AND HOMEWORK

Academic integrity is a fundamental expectation throughout the Edison Group.

Homework should represent a student's own effort and understanding. While collaboration, discussion and parental support may be encouraged in certain circumstances, students must always ensure that submitted work accurately reflects their own learning.

Teachers should actively promote academic honesty and help students understand the importance of producing authentic work.

Examples of academic misconduct relating to homework may include:

- Copying another student's work.
- Copying information directly from websites without acknowledgement.
- Submitting work completed by another person.
- Presenting AI-generated content as original work.
- Sharing answers inappropriately.

When concerns arise regarding academic integrity, teachers should investigate the matter fairly and follow the procedures outlined within the Academic Integrity Policy.

The Edison Group believes that academic integrity is not simply about avoiding misconduct but about developing habits of honesty, responsibility and ethical behaviour that will benefit students throughout their lives.

10. HOMEWORK SUBMISSION PROCEDURES

Clear submission procedures help students develop organisation, responsibility and accountability.

Teachers should communicate:

- Homework requirements.
- Submission deadlines.
- Success criteria.
- Submission methods.

Homework may be submitted:

“Empower students to learn for life and strive for excellence so that they can contribute positively to the global society”

- In exercise books.
- Through designated homework books.
- Via online platforms.
- Through project presentations.
- Through practical demonstrations where appropriate.

Students are responsible for ensuring that work is submitted by the stated deadline.

Teachers should provide reasonable notice for major assignments and projects to allow students sufficient time to complete work to an appropriate standard.

Where students are absent from school, reasonable arrangements should be made to support completion of missed homework.

Teachers should maintain accurate records of homework completion and submission.

11. FEEDBACK AND MARKING EXPECTATIONS

Homework should contribute to learning and improvement. For this reason, feedback plays an important role in ensuring that homework remains meaningful and effective.

Feedback does not always require extensive written marking. The most appropriate feedback strategy will depend upon the nature of the task and the intended learning outcomes.

Feedback may take various forms, including:

Written Feedback

Teachers may provide comments that identify strengths, areas for improvement and next steps.

Verbal Feedback

Teachers may discuss homework with students individually or as a class.

Self-Assessment

Students may evaluate their own work against success criteria.

Peer Assessment

Students may review and discuss each other's work under teacher guidance.

Whole-Class Feedback

Teachers may address common strengths and misconceptions identified within homework submissions.

The primary purpose of feedback should be to improve learning and support future progress.

Homework should not become an administrative burden that reduces the time available for effective planning and teaching.

12. RESPONSIBILITIES OF TEACHERS

“Empower students to learn for life and strive for excellence so that they can contribute positively to the global society”

Teachers play a key role in ensuring that homework supports learning and contributes positively to student achievement.

Teachers are expected to plan homework carefully and ensure that it aligns with curriculum objectives and classroom learning.

Homework should be meaningful, appropriately challenging and accessible to students.

Teachers should:

- Set homework regularly and consistently.
- Provide clear instructions.
- Communicate deadlines effectively.
- Ensure that tasks are age-appropriate.
- Differentiate where necessary.
- Monitor completion.
- Provide appropriate feedback.
- Record significant concerns.

Teachers should also consider student workload and avoid assigning excessive homework that may negatively impact wellbeing or participation in extracurricular activities.

Department leaders should monitor homework practices to ensure consistency within subject areas.

13. RESPONSIBILITIES OF STUDENTS

Students are expected to take increasing responsibility for their learning as they progress through the school.

Students should:

- Record homework accurately.
- Complete homework to the best of their ability.
- Meet deadlines.
- Seek clarification when necessary.
- Organise their time effectively.
- Demonstrate academic integrity.
- Take pride in the quality of their work.

Students should understand that homework is an extension of classroom learning and an important part of their educational development.

The habits developed through homework often contribute significantly to future academic success.

14. RESPONSIBILITIES OF PARENTS

Parents play an important role in supporting successful homework habits.

“Empower students to learn for life and strive for excellence so that they can contribute positively to the global society”

The Edison Group encourages parents to create a positive environment that supports learning while promoting independence and responsibility.

Parents can support homework by:

- Providing a suitable study environment.
- Encouraging good organisational habits.
- Monitoring completion.
- Promoting positive attitudes towards learning.
- Communicating concerns when necessary.

Parents should support learning without completing work on behalf of students.

The goal is to encourage independence while ensuring that students receive appropriate encouragement and guidance.

Strong partnerships between home and school contribute significantly to student success.

15. NON-COMPLETION OF HOMEWORK

There may be occasions when homework is not completed due to illness, family circumstances or other legitimate reasons.

When homework is not completed, teachers should seek to understand the reasons before determining an appropriate response.

Repeated non-completion may indicate:

- Organisational difficulties.
- Learning challenges.
- Wellbeing concerns.
- Lack of understanding.
- Time-management difficulties.

In such cases, supportive interventions should be considered.

Responses may include:

- Teacher support.
- Homework clubs.
- Parent communication.
- Academic mentoring.
- Study skills support.

The Edison Group believes that homework concerns should primarily be addressed through support and guidance rather than punitive measures.

The ultimate goal is to help students develop the habits and skills required for long-term success.
"Empower students to learn for life and strive for excellence so that they can contribute positively to the global society"

16. MONITORING, QUALITY ASSURANCE AND EVALUATION

Homework practices should be monitored regularly to ensure consistency, effectiveness and alignment with school expectations.

Monitoring activities may include:

- Learning walks.
- Book scrutiny.
- Student voice surveys.
- Parent feedback.
- Department reviews.
- Homework completion records.

Leaders should evaluate:

- Quality of homework tasks.
- Consistency across year groups.
- Student engagement.
- Impact on learning.
- Stakeholder satisfaction.

Findings should be used to improve homework practices and ensure that homework remains a valuable component of the curriculum.

17. POLICY REVIEW

This policy shall be reviewed annually in consultation with Campus Principals, Heads of Department and teaching staff.

The review process shall consider:

- Student achievement data.
- Student wellbeing considerations.
- Parent feedback.
- Staff feedback.
- Curriculum developments.
- Technological developments.
- MOEHE requirements.
- NEASC expectations.

The Edison Group remains committed to ensuring that homework continues to support learning, promote independence and contribute positively to student achievement and personal development.

“Empower students to learn for life and strive for excellence so that they can contribute positively to the global society”

18. CONCLUSION

Homework is most effective when it is purposeful, manageable and connected directly to classroom learning. It should support students in developing knowledge, skills, confidence and independence while fostering positive attitudes towards learning.

The Edison Group views homework as an important partnership between students, teachers and parents. Through careful planning, effective communication and ongoing support, homework can play a valuable role in helping students achieve their full potential and develop the habits of lifelong learners.