

Ursuline College

Homework Policy

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Do something. Get Moving. Risk new things. Stick with it.' - Our foundress, St Angela Merici

As a Catholic comprehensive school following the tradition of Ursuline education, we share a collective responsibility to ensure each pupil achieves their full potential.

In an atmosphere of mutual respect, trust and care we work together in the spirit of the Gospel to serve, walking alongside our young people to lead by example and instil values in them full of hope and understanding. Through encouragement, responsibility and self-discipline, we enable each individual to grow spiritually and intellectually, in an understanding that *better never stops* and in order to make a unique and positive contribution to society.

Working together to fulfil our potential academically, spiritually and socially. Respecting each other, helping each other and bearing with each other, because getting better never stops.

Aim:

At Ursuline College, homework is designed to support learning without creating barriers. It is purposeful, manageable, inclusive, and aligned with our commitment to equity and wellbeing. Homework at Ursuline College should broaden, consolidate, extend or enhance the learning experience.

The Purpose of Homework at Ursuline College:

- Setting homework is part of the Teachers' Standards and is outlined in the following way:
'Teachers should set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.'
- Homework should be used to consolidate learning of the curriculum, deepen understanding and prepare pupils for further study in the future.
- Homework requires lifelong learning skills such as organisation, time management, resilience and independence, all of which we promote at Ursuline College in order to help our pupils to fulfil our belief that **"getting better never stops"**.
- To provide parents with the chance to support their child's progress and engage in dialogue about school experiences.

How homework will be set:

Teachers will set homework through Arbor. Pupils will be able to check their homework and deadlines by going onto Arbor using the mobile app or via the website. Parents will receive notification when homework is set via the Arbor app.

Homework Key Principles

Purposeful by Design

Homework is set only when it has a clear learning purpose, such as:

- Practising knowledge or skills already taught
- Preparing for an identified lesson or assessment
- Building revision or study habits
- Homework is not set as a sanction.

Equity and Accessibility

The policy recognises that not all students have:

- Quiet study space
- Internet or device access
- Adult academic support at home

Therefore:

- Tasks must be achievable without specialist resources
- Alternative access (printed copies, homework clubs, device support) is available
- Homework does not rely on parental teaching

Time-Bound Expectations

To support wellbeing and SEND inclusion:

- Homework is set with clear time expectations, not task-length expectations
- Students are told they may stop when the time is up

Indicative guidance:

- KS3: ~20–30 minutes per subject per week
- KS4: ~1 hour per subject per week

Flexible Approaches

Where appropriate, homework allows:

- Choice of format (e.g. written, bullet points, quiz, mind map)
- Different ways to demonstrate the same learning objective

This supports:

- Neurodivergent learners
- EAL students
- Motivation and engagement

SEND-Aware as Standard

Inclusive homework:

- Builds on work taught explicitly in class
- Breaks tasks into manageable steps
- Provides models, vocabulary support, and clarity of success criteria

Reasonable adjustments focus on:

- Reducing volume, not challenge
- Flexibility with format and deadlines where needed

Feedback and Follow-Up

Homework only has impact if it informs learning.

Effective approaches include:

- Whole-class feedback
- Self- or peer-assessment with guidance
- Low-stakes checks (e.g. quizzes)

Missed homework triggers support and conversation, not automatic punishment.

These recommendations also include self-study times. We advise pupils to dedicate time each week to address areas they find challenging. <https://classroom.thenational.academy/> is a great place to start to re-learn any topics that pupils found difficult.

The types of homework that we will set:

At Ursuline College, we endeavour to use evidence-informed practice and research in order to provide the most effective types of homework tasks to enhance our pupils' learning experience.

	Homework activity/tasks could include the following:	How the activities/tasks will help pupils to become better learners:
Read it:	• Reading novels • Reading key extracts of texts/literature • Reading articles • Accessing bespoke reading through 'Sora'	<i>'Language and literacy provide us with the <u>building blocks</u> not just for academic success, but for fulfilling careers and rewarding lives'.</i> (Education Endowment Foundation) Reading helps to improve vocabulary, communication, grammar and writing skills.
Spell it:	• Spelling and vocabulary tests • Exploration of the etymology of key words	Spelling tasks assist pupils in accurately spelling key words within their subjects. The more practice pupils have with spellings, the better their chances of remembering them. Correct spelling is a skill that will benefit pupils throughout their lives.
Apply it:	• Extended written responses to a question • Producing a piece of work which will demonstrate understanding of a topic or concept	These tasks may require pupils to demonstrate their understanding and retention of key concepts from their lessons. They might involve extended written responses to a question, requiring pupils to apply their knowledge and comprehension.
Retrieve it:	• Knowledge Organisers • Quizzes • Self-testing • Flashcards • Graphic Organisers • Learning grids	These tasks prompt pupils to recall key information. The more we encourage pupils to retrieve information, the more likely it is to 'stick' and remain in their long-term memory, making it easier for them to retrieve later.

Practise it:	• Practice of skills • Rehearsal of lines • Practice of dance moves • Music practice for performance pieces • Use platforms such as Maths Watch or Sentence Builder.	Practice makes perfect! Repeated practice helps pupils to remember and master a skill to an excellent standard
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Expectations and Support:

Teachers:

- Assign relevant and age-appropriate homework.
- Clearly explain homework during class and address any questions.
- Ensure tasks align with our school-wide homework principles.
- Give timely and effective feedback, which might include whole class feedback, peer reviews or self-reflection.

Pupils:

- Listen carefully to homework instructions in class
- Check Arbor daily for assignments and due dates.
- Do your best on each assignment and submit on time.
- If facing issues, discuss with the teacher well before the deadline.

Parents:

- Talk with your child about their homework to guide and motivate them.
- Review finished tasks, emphasizing good presentation.
- Inform the school if any issue arises that might hinder homework completion.

Recognition and Accountability:

- Pupils making a diligent effort with their homework will be praised and rewarded. Those not meeting expectations might face penalties and will be given chances to rectify their mistakes.

Homework Club:

For any pupils who prefer to complete their homework at school, Homework Club is open **every** day at early in Carlo Acutis and on Monday and Wednesday after school (3.15pm until 4pm).

Sixth Form:

In the Sixth Form, each student has three hours and twenty minutes per subject for private, supervised study. During these periods, teachers will assign work such as topic research or redrafting assignments, promoting continuous improvement. Students should also engage in independent research and wider reading to cultivate a mindset where “getting better never stops.”

Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Ursuline College recognises that AI has many uses to help pupils learn but may also lend itself to cheating and plagiarism.

Pupils may use AI tools:

As a research tool to help them find out about new topics and ideas

When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images. All AI-generated content must be properly attributed

Pupils may not use AI tools:

During assessments, including internal and external assessments and coursework

To write their homework or class assignments, where AI-generated text is presented as their own work

Ursuline College considers any unattributed use of AI-generated text or imagery to be plagiarism, and will follow our plagiarism procedures as set out in the Examinations Malpractice Policy and Controlled Assessment Policy