



EHS Homework Policy

Name of Policy / Procedure	EHS Charging Policy
Issue date	September 2025 *Reviewed every 2 years.
Review date	September 2027
GB committee responsible for the policy / procedure	Curriculum
Staff member responsible for writing, reviewing and updating the policy / procedure	Headteacher
Person responsible for monitoring implementation of the policy / procedure	Headteacher
Workload impact assessment (see below)	Low

Teacher Workload Impact Assessment

High impact: Policy implemented by teachers on a daily / weekly basis

Medium impact: Policy implemented by teachers on a monthly / termly basis

Low impact: Policy implemented by teachers on an annual basis

n/a Policy is not implemented by teachers.



EHS Homework Policy

Purpose and Rationale

At Elfed High School, we recognise that home learning can support pupils' progress and help them consolidate and extend classroom learning. However, in line with our values and the principles of the Curriculum for Wales, we believe that **homework should only be set when it is purposeful and meaningful** to the pupil's current learning.

We also recognise the importance of maintaining a healthy balance between learning and well-being, and as such, our approach to homework is carefully considered and flexible.

Key Principles

- **Purposeful Learning:** Homework is only set when the class teacher deems it purposeful in supporting or extending classroom learning. It is not set for routine or compliance purposes.
- **Subject-Specific Flexibility:** The nature and frequency of homework may vary between subjects, classes, and age groups. What is considered meaningful and beneficial will depend on the context of each subject and the professional judgement of the teacher.
- **Progression-Focused:** Homework tasks should support learners' progress along their individual learning journeys, aligned with the principles of progression set out in the Curriculum for Wales.
- **Clear Communication:** When homework is set, it will be clearly communicated to learners with expectations, deadlines, and support made explicit.
- **Well-being and Workload:** We are mindful of learners' overall workload and well-being. Homework will be set in a way that respects pupils' time outside of school and does not cause unnecessary stress.

Expectations

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- **Teachers** will:
 - Only assign homework when it adds value to learning.
 - Ensure tasks are appropriate, clear, and achievable for all pupils.
 - Monitor completion and follow up as appropriate.
- **Pupils** are expected to:
 - Engage with home learning tasks to the best of their ability.
 - Take responsibility for managing their time effectively, especially in preparation for key assessments and exams.
 - Speak with their teacher if they are struggling to complete a task.
- **Sanctions:** Where pupils repeatedly fail to complete meaningful homework without a valid reason, sanctions may be applied in line with the school's behaviour policy.
- **Parents and Carers** are encouraged to:
 - Support a positive home learning environment.
 - Communicate with the school if there are any issues affecting a child's ability to complete homework.

Years 10 and 11

We believe that pupils in Years 10 and 11 should develop increasing autonomy in how they prepare for exams. While we respect individual learning preferences and revision strategies, there is a clear expectation that all pupils are actively revising in preparation for qualifications. Teachers and pastoral staff will provide support and guidance to help pupils develop effective independent learning habits.

Equity and Access

We are committed to ensuring equity of access to learning. If a pupil is unable to complete homework due to access issues, personal circumstances, or learning needs, this will be addressed sensitively. Tasks will not be punitive in nature.

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Monitoring and Review

This policy will be reviewed bi-annually in consultation with staff, pupils, and parents to ensure it continues to reflect the school's values and the evolving needs of our learners.