



Homework Policy



1 Sponsor

Assistant Vice Principal – Teaching, Learning and Curriculum

2 Reviewed

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3 Revised

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HOMEWORK AT CHARLTON SCHOOL

At Charlton School, homework is used to support and extend learning. It promotes independent study, organisation and resilience, and enables parents and carers to play an active role in supporting progress. In line with research evidence, homework is purposeful and focuses on retrieval practice, preparation for new learning, and reflection on prior learning.

Homework is set using the Satchel One platform, which can be accessed via the Study Zone or mobile app. Students log in using their Microsoft 365 school details. Parents and carers are provided with individual login codes to access Satchel One and monitor and support their child's homework.



<https://charltonschool.satchelone.com/school/home>

Regularity

Key Stage 3 – Years 7,8 and 9

Homework will be set by all subjects on Satchel One.

Subjects will use the following guideline to ensure the regular setting of homework:

English	Weekly  Sparx Reader Building confident readers through regular reading practice.
Maths	Weekly  Sparx Maths Building maths confidence through personalised homework.
Science	Weekly  Sparx Science Improving scientific knowledge through thoughtful practice.

In addition to SPARX, other subjects assign homework via the **SatchelOne** platform. At **Key Stage 3**, this is set at key points during learning to reinforce core knowledge, revision or respond to assessment needs.

Key Stage 4 – Years 10 and 11

Homework is set by all subjects via Satchel One. Maths and Science use Sparx to reinforce core knowledge through retrieval practice, while English uses Sparx Reader to develop independent reading and literacy.

The frequency and duration of homework are set by departments, with guidance provided by teachers. Tasks may include pre-learning, consolidation, and revision.

Homework is monitored by Curriculum Leaders and may vary between subjects and at different points in the year. Tasks can range from short assignments with set deadlines to extended project work completed over several weeks.

Revision as Homework

To prepare students for assessments, staff may ask students to revise as their homework. Revision as homework is designed to support students move core knowledge taught in lessons to their long-term memory. Revision based activities may include.

1. Creating flash cards
2. Creating mind maps
3. Completing example exam questions
4. Creating and using knowledge organisers
5. Use of online platforms for quizzing

Support for these strategies can be found on our website with helpful video clips created by teachers and students; <https://www.charlton.uk.com/parent-student-information/homework-feedback>

Reading at home

We recommend that students read for pleasure regularly. Regularly reading for pleasure not only leads to lifelong enjoyment of books, but also improves literacy skills. GL Assessments found that good readers achieve better GCSE results across the curriculum. Regular reading increases exposure to unfamiliar vocabulary and helps students recognise spelling and grammar patterns, which they can transfer to their own writing. In addition, reading a diverse range of literature has the potential to encourage empathetic and ethical attitudes.

To help support with reading at home, students have regular access to books in the school library and can borrow or order in most titles from public libraries locally.

The Education Endowment Foundation offer the following 7 tips to support reading at home;

1 Concentrate on reading quality (it isn't all about reading lots!)		Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!
2 Ask your child lots of questions		All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'
3 Ask your child to make predictions about what they have read		If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'
4 Ask your child to summarise what they have read		When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'
5 Ask your child to write about what they have read		Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.
6 Read and discuss reading with friends or family		Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'
7 Maintain the motivation to read		Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'

Rewards and consequences for homework

High quality homework and a good work ethos should be sensitively praised in class. Where appropriate, homework may be included in display work or on social media with the students consent. Positive points are awarded for completion of homework and Pride Postcards may be awarded for exceptional effort with their homework.

It is an expectation that when homework is set all students attempt to complete the task. When homework is not completed, teachers should initially ensure the student has been supported and ensure the tasks set can be completed by the student within a 24-hour grace period. During this period, adults at home may be contacted to offer any support to the student.

If the student still fails to complete the task, a 'Homework Concern' will be logged by the teacher. This log will be monitored and concerns will be followed up with adults at home for students who are persistently failing to complete homework to consider ways that we can support student completion.

Support in school

As staff, we will always do our best to support students with their homework.

We have the following after school support clubs available.

Maths Sparx Club

Students can access Maths laptops and support from teachers to complete their homework tasks **every Wednesday**

SEND Homework support

Students with SEN can access support in the Bridge after school until 4pm

Library Use – After school Monday-Thursday until 4pm

Students can use the library to access the computers and complete homework. Our librarian is available to ask for support during this time.

Who is responsible for homework?

Students

Students should ensure that they listen carefully to instructions given in class about homework. They should log into Satchel One regularly to check for homework deadlines. Satchel One has an app that can be downloaded by students that can give alerts when homework is due. Students should always ask for help if they are unsure, ideally, this help should be sought before the homework due date.

Teaching Staff

Subject teachers apply the Homework Policy and encourage students to complete the work by using all reasonable measures. Teachers track homework and raise concerns with parents and Curriculum Leaders.

Curriculum Leaders ensure the Homework policy is understood and arrange for monitoring arrangements to be applied and follow up as necessary to ensure the policy is adhered to.

SLT

To review departmental implementation of policy and work with Curriculum Leaders to promote the embedding of policy.

Adults at home

We believe the role of parents and carers in supporting their child's learning outside of school is important to a child's success. Parental support is greatly appreciated at Charlton School. Parents and carers can help their child in the following ways:

- Establishing a routine in which homework is part of homelife
- Discussing homework with the young person regularly
- Reminding students to check their Satchel One account regularly and encouraging them to ask if they are unsure
- Providing an appropriate place where homework can be completed
- Satchel One has an app that can be downloaded by adults at home. Please request a parent/carer log in