Kings College Homework Policy 2026-2027

“Work hard, be kind and push yourself.”

Kings College believes:

- We must provide students with regular opportunities to aid their own progress while outside the classroom.
- We must embed learning outside the classroom as routine.
- We must facilitate student responsibility and ownership to develop the independence required for success in and beyond secondary school.

Students at Kings College receive homework regularly. The purpose of all homework tasks should align with one or more of the following:

- to review and practice knowledge and skills acquired in class
- to encourage more in-depth exploration of topics introduced in class
- to apply skills that they've learned in class to new situations
- to prepare for future classes
- to develop student self-discipline and personal organisation
- to encourage independent study.

Students should not make use of technology such as Generative Artificial Intelligence when completing homework tasks as set out in out Use of Artificial Intelligence (AI) Policy. Any pupil who is suspected of using such tools to complete homework will incur sanctions as set out in our Behaviour for Learning Policy.

Teachers must:

1. Set purposeful and relevant tasks
2. Set clear and precise expectations
3. Acknowledge completion of all homework
4. Address misconceptions
5. Use professional discretion if a homework task has not been fully completed.

Subject	**Homework**
English	**Method:** Homework tasks are designed to solidify skills worked on in the lessons, or context or knowledge tasks designed to further the students' skill base. Tasks are ether linked to the topics studied in lesson or designed to promote and encourage reading for pleasure. At KS4, homework tasks are set in order to practise the skills required for the GCSE exams for Literature and Language as well to clarify the specific content-based knowledge needed in Literature.

	Rationale: Homework tasks set by the English department are designed to secure and further the key skills of vocabulary, memorising, retrieving, practising, analysing, describing and narrating and CUPS. These tasks are also designed to ensure that students are developing their confidence in all aspects of English.
Maths	**Method:** Maths homework is set every other lesson. This is a paper-based homework, with many possible answers, open ended answers, or the answer given with the expectation of the students filling in the method. Homework will be provided on the current or a recently taught topic. At KS4, students may also receive past paper questions to practice at home to encourage independent revision and to give the opportunity to see a variety of question formats. **Rationale:** Homework set by class teachers will look to strengthen or consolidate in class learning. The open-ended nature of many pieces of homework is designed to encourage independent thinking at home whilst helping students and teachers understand the depth of their understanding in each topic.
Science	**Method:** At KS3, students will receive five questions every other lesson based on prior learning. Three 'state' questions will test recall of knowledge, one will develop student descriptions, whilst the fifth requires a written explanation of a scientific concept. Science teachers may choose to set additional homework activities in addition to these five questions for classes that require further challenge. At KS4 students will be asked to either complete a past exam question or a Core Question sheet each lesson for homework. Core Question sheets cover retrieval practice questions from particular areas of the specification. The answers will be reviewed at the start of the lesson the homework is due, and students will make corrections and improvements using DART pen. Science may also trial online homework with selected year groups this academic year. **Rationale:** Homework set by the Science Department focuses on developing students' ability to respond to questions about their learning in different ways. At KS3, there is a focus on practicing responding to "state, describe and explain" questions, which is a whole school focus. At KS4, focus shifts to using the skills attained at KS3 to answer more challenging GCSE exam questions in order to fully prepare them for their GCSE exams in Y11. The routine format of homework in Science helps students to stay organised and provides a framework for students to build their own revision habits around.

History	**Method**: In History students will be asked to complete tasks every other lesson that relate the 'Golden Threads' taught in the subject. In KS3 this may take the form of short form questions, a task that is focused upon the core skill for their year group (e.g. narrative responses) or the development of another key historical skill. Homework will usually be worksheets given to students but may occasionally be tasks carried out directly in the student's books depending on the nature of the lesson taught. KS4 homework will focus more on completing tasks that reflect the nature of the questions that are specific to the topic being taught (i.e. exam-style questions). As the course progresses this will expand to include recap and revision questions based upon topics taught earlier in the course. **Rationale**: The History department's rationale is to give students the opportunity to independently apply previously taught knowledge to questions that help develop and improve their ability to access questions they will be completing in class. It also aims to cement student's understanding of key concepts and knowledge taught during the course.
Philosophy, Religion and Ethics (PRE)	**Method**: PRE students will be required to complete worksheet-based homework that relates to the content of the lesson and at times content taught earlier in the curriculum. The tasks will be short answer questions that require the students to demonstrate their understanding of key terms and concepts and apply them in a specific way. **Rationale**: The rationale behind this approach is to inculcate the students' understanding of the core philosophical areas and theories that are covered within the course across KS3. By continuously returning to previously taught knowledge these theories and concepts become more familiar and easier to apply when asked more challenging questions.
Geography	**Method**: The Geography Department sets homework primarily focused on embedding the skills and knowledge learnt within the classroom. We occasionally include some preparation-based tasks for future content so that the students can use their own knowledge to add depth to longer written tasks. Tasks are always linked to the lesson content and made achievable within the guided time. Key stage 4 students will also be set exam questions aimed at helping with their retrieval and understanding of exam vocabulary. **Rationale**: The Geography department recognises the importance of homework that reinforces previous learning. Geography homework will give students the opportunities to practice and refine their skills and help them become independent learners. Our homework is purposeful and meaningful so that our students can understand the impact it has on their leaning so that they can be reflective learners but also prepared for future exams.
Languages	**Method:** The Languages Department sets homework that is clearly focused on supporting and improving students' acquisition and comprehension of Spanish and French. At Key Stage 3, students are normally set one homework task per week (two per two-week cycle). Where more frequent practice is beneficial, this may

	instead be divided into three shorter homework tasks. The total homework set will not exceed approximately 45 minutes per two-week cycle. At Key Stage 4, students are set three homework tasks per two-week cycle. Homework may include recall quizzes, vocabulary learning, speaking questions and baseline assessments, supporting students in retrieving, consolidating and applying language learnt in lessons. Online homework is accessed through a link or QR code provided to students. Homework may also be set through Pearson ActiveHub, with students provided with their individual login details. Students are provided with a vocabulary book containing the key vocabulary, grammar rules and other essential material required to support both their homework and independent learning. Homework tasks are designed to reinforce classroom learning while giving students regular opportunities to practise and recall key language independently. **Rationale**: The acquisition and retention of key vocabulary and grammar are essential for developing students' confidence and proficiency in MFL. Unlike many other subjects, students are not regularly exposed to the target language outside of lessons, making frequent retrieval and practice particularly important. Homework provides valuable opportunities to revisit and consolidate learning between lessons, strengthening long-term memory and enabling students to apply their knowledge more independently across the four key language skills of listening, speaking, reading and writing. The frequency and length of homework tasks are designed to provide purposeful and manageable practice, with shorter, more frequent tasks used where this better supports language acquisition and recall. Homework also encourages effective independent learning habits, with students using their vocabulary books and other supporting resources where necessary.
Art	**Method:** The Art Department sets homework that is focused on three core principals; practice, prepare and imagine. Tasks are always linked to the lesson content and made achievable within the guided time. **Rationale:** As a department we recognise the importance of practice within Art to enable students to become skilful with a range of techniques. Student experiences of art and creative industries can differ, so preparation tasks are used to ensure that students are directed to specific research exercises to both ensure that they have access to key cultural and visual information ahead or learning but also to develop research skills to support with GCSE studies and beyond. Finally, we have looked to develop independence skills through imagine based homework to ensure that students are encouraged to think independently to support the development of personal enquiries and ideas.
PE (KS4 Sports Studies)	**Method:** In Sports Studies students will be set homework based on the theoretical content taught in lessons. These will be research-based tasks and questions that will be linked to upcoming coursework tasks. Students will use what they have learnt from the homework to then successfully complete in class coursework tasks. Students will also be set exam style questions to

	complete in units which are not coursework based to build upon knowledge learnt in the classroom and then prepare them for examinations. **Rationale:** The Physical Education department's rationale is that homework needs to be used to enable students to develop the core theoretical skills and knowledge to help them progress and succeed in their Sports Studies course. By establishing a direct link between homework and the ability to complete in class tasks we want to demonstrate that the theory behind anatomy and physiology is a central part to this subject and that Sports Studies is an academic discipline. Our homework will help students understand this and apply their knowledge in a practical way.
Performing Arts	**Method:** The Performing Arts Department sets homework at the end of every lesson for KS3 and every other lesson in KS4. All homework is designed to reinforce class learning or prepare for the next lesson. KS4 homework is also designed to prepare them for their coursework/exam work. At KS3 Music homework focuses on practicing theory elements, listening or putting in practice elements from the lesson. In Dance and Drama homework consists of review and reflection of their own or peers work or structured research tasks to collect specific information. At KS4 students are across all 3 subjects are set short written tasks that will support either information gathering or reflection and review tasks to ensure they are assessing their skills and work. **Rationale:** Despite its practical nature, the Performing Arts department recognises the benefit of homework to help reinforce work learnt in our homework that practice a skill or reflect on work completed and to prepare the students for the next lesson. It is also an important part of the KS4 syllabus as they are required to keep reflective journals and analyse the work of others and practitioners. In GCSE Dance they will also need to be revising and practising the exam style answers.
IT/Computing	**Method**: The ICT/Computer Science department sets homework based on practicing the skills acquired in lesson and developing further thinking on curriculum topics. Additionally, homework will be used to prepare students for new topics. Tasks will be linked to lesson content and achievable in the given time. Years 7 and 8 will receive 1 piece of homework per cycle. Year 9s receive 2 pieces per cycle and years 10 and 11 will receive 3 pieces. **Rationale**: The ICT/Computer Science department recognises the importance of homework that reinforces previous learning. Through the use of preparatory homework, students will have the opportunity to familiarise themselves with key concepts before they are introduced in the classroom. Preparatory homework aims to encourage independent learning. Our homework is purposeful and meaningful so that our students can understand the impact it has on their learning so that they can be reflective learners but also prepared for future exams.

Design Technology	**Method:** Key Stage 3 - Homework in DT is to be set every lesson. Tasks will be varied and may include research, questions, reading or design work. Work set will link to the topic being studied or provide an opportunity for revision. The previous lesson's homework will be reviewed at the start of each lesson and students will make corrections and improvements using DART pen. Key Stage 4 - Homework will be set every other lesson. Tasks will be varied and may include research, questions, reading, pre reading or design work. Work set will link to the topic being studied or provide an opportunity for revision. These tasks should aim to help with the introduction of new content or reinforcement of tasks/skills acquired in lessons. Retrieval practice in the form of students creating a reflective piece of writing for manufacturing procedures discussing use of the tools, skills, techniques and relevant Health and Safety developed during the lesson. Or development of sketching and graphic communication skills. The previous lesson's homework will be reviewed at the start of each lesson and students will make corrections and improvements using DART pen. **Rationale:** Homework set by the Design Technology Department focuses on developing the retrieval and practice of knowledge covered in both theory and practical lessons. Homework set in Design Technology attempts to establish good revision routines for students by regularly recalling prior skills and learning.
Business Studies	**Method:** In Year 9, students will be set worksheet-based homework or research tasks which both reinforce learning in the prior lesson and challenges students to apply their learning to the concepts studied. For students studying GCSE Business and Enterprise & Marketing, most homework is set online on MS Teams in the shape of 'assignments' to closely replicate the requirements of the business world. Homework on MS Teams is monitored closely and feedback provided online to students. Rationale: The home learning tasks set not only replicate the format of the increasingly technological environment but allow students to contextualise the topics of business in the real world through watching news items, discussion with family about their careers as well as online research tasks. **Frequency:** In line with the school policy, homework will be set every other lesson.

Please note that due to the nature of the subjects, homework is not set in Core PE or PSHE.