SPALDING HIGH SCHOOL

HOMEWORK POLICY

HEADMISTRESS:	**Mrs M K ANDERSON**
LINK GOVERNOR:	**Mrs D MULLEY**
DATE AGREED:	**May 2025**
REVIEW FREQUENCY:	**Annual – with interim review at six months**

Executive summary:

This policy underscores the importance of homework as a critical component of student learning, reinforcing key concepts and fostering independent study. It outlines the School's approach to homework, detailing clear expectations, routines, and procedures to ensure consistency across all year groups. The policy also addresses the growing influence of AI, establishing guidelines to maintain the integrity of homework tasks, ensuring that students engage in authentic learning experiences. The School is committed to supporting both students and staff in managing homework effectively while safeguarding academic honesty in the digital age.

Related Policies:

Behaviour for Learning Policy
Attendance Policy
Teaching & Learning Policy
Marking and Feedback Guidelines
Marking for Literacy Guidelines

Chair of Governors **Date**

Headmistress **Date**

Section 1: The Importance and Purpose of Homework

1.1 According to John Hattie[1], homework at secondary level has an effect size of d= 0.64. An effect size of 0.2 is small, 0.4 is medium and 0.6 is large. Hattie argues that for any educational approach to be effective, it requires an effect size of above 0.4. On this basis, homework for secondary students has an 'excellent' effect.

1.2 Beyond its measurable impact, homework plays a crucial role in extending practice, allowing students to develop fluency, confidence, and deeper recall of key concepts. Given the limitations of lesson time, structured guidance for independent practice is essential to solidify understanding. Additionally, homework fosters independent learning by encouraging students to explore subjects creatively, take ownership of their studies, and prepare effectively for lessons, maximising the value of teacher input.

1.3 As an integral part of learning, homework reinforces skills, cultivates disciplined study habits, and broadens knowledge beyond the classroom. However, with the rapid evolution of artificial intelligence (AI), it is vital to adapt our approach to ensure both academic integrity and meaningful engagement with learning.

1.4 Our homework policy aims to strike a balance, encouraging students to use AI ethically and responsibly while ensuring that their work reflects genuine understanding and effort. This approach will protect the integrity of assessments, foster deep learning, and prepare students to navigate AI's role in education and beyond.

Section 2: AI Use/Misuse

2.1 While AI can support learning through research, idea generation, and feedback, its misuse – such as relying on it to complete tasks without understanding or original thought – undermines academic integrity and personal growth.

2.2 AI use refers to the use of generative AI tools such as Chat GPT (https://chatgpt.com/), Gemini (https://gemini.google.com/) and Claude (https://claude.ai/) to obtain information and content.

2.3 AI misuse is where a student has used one or more AI tools but has not appropriately acknowledged this use and has submitted work that is not their own.

2.4 Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work submitted is no longer the student's own
- Copying or paraphrasing whole responses of AI-generated content
- Failing to acknowledge use of AI tools when they have been used as a source of information.

2.5 Students should be aware that while AI tools are rapidly evolving, they still have significant limitations. AI-generated content can often be inaccurate, inappropriate, or misleading due to errors or biases present in the data on which they were trained. These biases can inadvertently perpetuate narrow perspectives, frequently defaulting to Western educational theories, historical viewpoints, and cultural examples — often drawing predominantly from North American and European contexts. As a result, AI outputs may lack diversity of thought, global representation, and contextual relevance, reinforcing dominant narratives while overlooking alternative perspectives and experiences.

[1] John Hattie is a renowned education researcher from New Zealand, best known for his work on the effectiveness of various educational practices. He is a professor of education and the director of the Melbourne Education Research Institute at the University of Melbourne. In "Visible Learning," Hattie synthesized over 800 meta-analyses covering more than 50,000 studies and millions of students to determine the impact of different educational strategies on student learning outcomes. His work provides a comprehensive overview of the factors that contribute to effective teaching and learning.

Section 3: Homework Expectations and AI Considerations

3.1 **Our approach to homework is informed by Tom Sherrington's *Mode A/Mode B* framework[2]:**

MODE A Tasks: Tasks focused on practice, recall, revision, and fluency development**.**

- These tasks are vulnerable to AI misuse if completed unsupervised, so they should be tested in class under controlled conditions wherever possible - especially when they contribute to grades.
- Pre-study tasks, which prepare students for future learning, also fall under Mode A and should be monitored through visible checks or assessed through classroom questioning strategies such as cold calling or retrieval practice to ensure understanding.
- Online platforms such as Seneca and Dr Frost Maths primarily align with Mode A tasks, as they focus on practice, recall, revision, and fluency development. These platforms use structured quizzes, automated feedback, and spaced repetition to help students consolidate knowledge, making them valuable tools for reinforcing learning. However, given their vulnerability to AI misuse, their use for homework should be carefully structured. To ensure meaningful engagement and minimise misuse:
  - **Use for low-stakes practice** – These platforms are excellent for retrieval practice and consolidation but should not be relied upon for high-stakes assessment or grading unless verified in class.
  - **Ensure accountability** – Instead of just assigning online tasks, teachers can follow up with visible checks, classroom retrieval questions, or short diagnostic quizzes to confirm understanding.
  - **Combine with other methods** – Online tasks should be supplemented with written explanations, self-reflection questions, or class discussions to ensure students actively engage rather than just clicking through.

MODE B Tasks: Tasks designed to promote independent thinking, creativity, and exploration. These tasks aim to develop skills AI cannot easily replicate, such as critical analysis, synthesis of ideas, and personal reflection.

3.2 **Examples of AI resistant homework:**

- **Reflective Writing:** Ask students to reflect on their learning, analyse their mistakes, or evaluate their progress. Prompts such as "*What was the most challenging part of today's lesson, and why?*" or "*Explain one concept in your own words.*" Require personal input, reducing the value of AI-generated responses.

- **Annotation and Analysis:** Provide students with a text, image, graph or data set and ask them to annotate it, highlight key points, and provide critical analysis. This encourages deep engagement and cannot be easily replicated by AI.

- **Personal Response Tasks:** Set tasks that require personal input, such as "Write about a time when you encountered a similar problem in real life" or "Link today's learning to something outside school." Tasks that require a unique perspective are more AI-resistant.

- **Source Synthesis Tasks:** Ask students to gather information from multiple sources (books, articles, interviews, documentaries) and synthesize it into a coherent argument or project. The requirement for source citation and explanation of reasoning makes it harder for AI to complete the task convincingly.

- **Classroom Follow-up:** Design homework that directly informs the next lesson, such as pre-reading tasks, preparation for class discussions, or exploratory questions that will be checked through cold calling or group discussion. This makes it clear when students have relied on AI.

[2] Setting Great Homework: The Mode A: Mode B approach. – teacherhead

- **Creative Outputs:** Set tasks that require creative or original output, such as producing a podcast, designing a presentation, creating a physical model, or generating artwork linked to a subject area. AI can generate content, but the act of presenting or creating a product still requires human input.

- **Process Documentation:** Ask students to document the process of their work (e.g. taking notes, creating mind maps, recording drafts, or reflecting on their learning). This creates a paper trail that AI cannot easily fabricate.

- **Oral Explanations:** Set homework tasks that require students to prepare a verbal explanation or teach a concept to someone else, followed by in-class cold-calling or questioning to assess understanding.

- **Low-stakes Quizzing:** Use homework for knowledge retrieval tasks but assess it in class through low-stakes quizzing, short tests, or whiteboard responses, ensuring that knowledge is embedded rather than passively completed.

- **Cognitive Reflection Tasks:** Pose questions that require metacognition, such as "*What did you find most surprising in today's lesson?*" or "*If you were to teach this concept to someone else, how would you do it?*" These tasks require original thought and are less susceptible to AI misuse.

Section 4: Responsibility of the School

School will:

4.1 Ensure that homework timetables and schedules are constructed by the Head of Year and shared with students, parents/carers, and staff.

4.2 Set homework on a regular basis and in line with the published homework timetable (Years 7 and 8) or schedule (Years 9-13).

4.3 Set tasks that are suitable and achievable within the given time frame, while minimizing the risk of AI over-reliance.

4.4 Teach students how to engage with AI responsibly, supporting them in understanding its appropriate use, limitations, and the importance of critical assessment.

4.5 Educate students on ethical issues, such as plagiarism and the risks of depending on AI for independent work, and emphasise the importance of following age restrictions.

4.6 Ensure sufficient time is incorporated into the lesson for homework to be explained clearly and written down by students in their planners.

4.7 Ensure that planners are checked and signed regularly by Form Tutors.

4.8 Check and monitor that homework has been completed on time and to an appropriate standard and take action if not. Ensure that homework tasks are not routinely set for completion by the next day.

4.9 Recognise excellent effort and reward accordingly.

4.10 Provide student support opportunities at school including private study periods and individual support where needed.

4.11 Support students who are finding it difficult to fulfil their homework requirements.

4.12 Involve parents/carers when we have concerns.

4.13 Ensure that subject concerns and appropriate sanctions are given (starting at departmental level) where homework is repeatedly late or incomplete. Refer to Behaviour For Learning Policy.

4.14 Be aware of students who may need additional time, on occasion, to complete their homework.

Section 5: Responsibility of the pupil/student

Pupils/students will:

5.1 Record all homework and deadlines in their planner.

5.2 Ensure that they fully understand the task; if not, seek guidance and help from their teacher or tutor.

5.3 Ensure that they have the time and resources needed to complete the task and discuss any difficulties with their teacher in advance of the deadline.

5.4 Complete homework to the best of their ability.

5.5 Submit homework on time and in the correct format (e.g. handwritten, digital or printed copy).

5.6 Make every effort to catch up on homework due to absence.

5.7 Discuss with their teacher or form tutor if homework is taking longer than expected or if they are struggling with the task.

5.8 Respond to feedback and advice to make further progress.

5.9 Use AI responsibly, ensuring they understand its limitations, comply with age restrictions, and avoid over-reliance on it for independent work.

Section 6: Responsibility of home

Parents/carers will:

6.1 Engage with their child about their homework, take an interest, and offer support where possible, including guidance on the responsible use of AI.

6.2 Ensure, wherever possible, that their child has a suitable and quiet place to complete homework.

6.3 Check and sign the pupil/student planner on a regular basis.

6.4 Raise concerns with the form tutor or subject teacher if they are worried about their child's homework, including any issues related to the use of AI.

Section 7: Accountability

7.1 To maintain the integrity of assessment, tasks that focus on recall, practice, revision, and fluency development (Mode A) should, wherever possible, be assessed under controlled conditions in class, particularly when they contribute to grades. This approach reduces the risk of AI misuse and ensures that students' knowledge and understanding are accurately demonstrated.

7.2 For pre-study tasks, teachers will monitor completion through visible checks or assess understanding through classroom questioning techniques such as cold calling or retrieval practice. This helps ensure that students engage meaningfully with the material and do not rely on AI to complete tasks superficially.

7.3 For online platforms, many platforms provide teacher dashboards showing completion rates, time spent, and accuracy. Teachers can use these to track engagement and identify patterns of potential misuse. Accountability also comes from active follow-up. By integrating retrieval practice, class questioning, and structured monitoring, teachers can ensure students meaningfully engage with their online homework rather than just clicking through.

7.4 For Mode B tasks, which encourage independent thinking, creativity, and exploration, teachers will assess the quality of student engagement through follow-up discussions, reflective activities, or tasks that require personal input, synthesis of information, or creative output – areas where AI assistance is less effective.

Identifying Potential AI Misuse

7.5 Teachers may identify potential AI misuse if newly submitted work significantly differs from a student's typical style or ability. Signs that may indicate AI misuse include:

- The use of American spelling, currency, or cultural references that are unlikely to be natural for the student.
- Language that appears overly sophisticated, technical, or inconsistent with the student's previous work or qualification level.
- Sudden or inappropriate shifts between first-person and third-person perspectives, suggesting the inclusion of unedited AI-generated text.
- A noticeable difference in tone, structure, or complexity compared to work produced in class or previous assignments.

Using Automated Detection Tools

7.6 Automated AI detection tools may be used to support teachers in identifying potential AI misuse or to validate concerns about the authenticity of student work. However, these tools should be used alongside professional judgement and not as the sole determinant of academic misconduct. If misuse is suspected, teachers will follow the School's standard procedures for addressing academic dishonesty**.**

Section 8: Homework Schedules and Timetables

8.1 Homework timetables are written for Years 7 and 8 by the Head of Year. They are given to students and sent home to parents outlining the requirements for each subject. Staff have access to the homework timetables stored on T: Drive.

8.2 Years 9-13 follow a broader homework schedule where students are given greater independence to organise their work; a schedule is produced by the Head of Year for staff to follow. It is given to students and sent home to parents outlining the requirements for each subject.

8.3 Staff are asked not to routinely set homework for the next day, however, on occasion a small task such as pre-reading or preparation may be required.

8.4 Homework timetables and schedules are given to students, shared with parents and on the School website and detail the amount and frequency of homework for each year group.

8.5 In Years 7 and 8 pupils should be routinely spending about an hour per night on homework.

8.6 In Year 9 pupils should be routinely spending between an hour and an hour and a half per night on homework.

8.7 In Years 10 and 11 students should be routinely spending an hour and a half to two hours per night on homework.

8.8 In the Sixth Form, students should be routinely spending an hour and half on homework per subject, per week. However, given the increased demands and complexity of A Level study, sixth form students are also expected to spend a further three to four hours, per subject, per week, completing subject based prep, including revising, reviewing class notes, practising past exam papers and additional reading or research. Such an approach will ensure that sixth form students are well prepared, have a solid grasp of their subjects, and can perform confidently in their exams.

8.9 If parents feel that their child is spending more than these guideline times then they should discuss the matter with their child and if concerns continue, speak to the form tutor or Head of Year.

8.10 In the time leading to school and public examinations normal homework tasks are suspended and revision homework given instead.

Section 9: The School Planner

9.1 The School Planner is given to students every September. It is a very important document and remains the principle means of recording homework. It also has reference pages of usual information and top tips for time management and completing homework and revision effectively. It is also an important means of communication between home and school and so we encourage parents to review the contents with their child frequently and ensure that it is signed on a regular basis.

Section 10: Monitoring and Review

10.1 This policy will be reviewed annually, with an interim review in 6 months to assess the impact of AI on homework integrity.

10.2 Feedback from staff, students, and parents will be used to refine our approach to homework in an evolving digital landscape.

10.3 By embedding these principles, Spalding High School will maintain high academic standards while equipping students with the critical skills necessary for success in a technology-driven world.

SPALDING HIGH SCHOOL
HOMEWORK SCHEDULE 202p 202c

Year 7		
Week 1 and Week 2	**Week 1**	**Week 2**
English Maths Science RS **30 minutes once per week** Languages **(3 x 20 minutes over the two weeks)**	**ALL** other subjects studied, **30** minutes once per fortnight. Please see individual Form timetables.	
Year 8		
Week 1 and Week 2	**Week 1**	**Week 2**
English Maths Science Latin RS **30 minutes once per week** Languages **(3 x 20 minutes over the two weeks)**	**ALL** other subjects studied, **40** minutes once per fortnight. Please see individual Form timetables.	

Year 9	
Week 1 and Week 2	**Week 1 and 2**
English Maths Latin RS **40 minutes once per week** Biology, Chemistry and Physics **20-30 minutes once per week** Languages **(3 x 30 minutes over the two weeks)**	**ALL** other subjects studied, 40 minutes once per fortnight.

Year 10 and Year 11
Each subject studied – one 40-minute piece per week Languages – 2 x 20 minutes per week

Sixth Form
Each subject studied – 90 minutes per subject, per week

*** Occasional homework may also be set for PSHCE and Careers*

Homework Timetables Y7 2025/2026

Allocation per 2 week timetable: English, Maths, Science, RS 2 X 30mins
Language 3 X 20mins
Art, Computing, Drama, Geography, History, Music, Technology 1 X 30mins

7C									
Mon 1	**Tues 1**	**Weds 1**	**Thurs 1**	**Fri 1**	**Mon 2**	**Tues 2**	**Weds 2**	**Thurs 2**	**Fri 2**
Maths	English	Computing	Science	RE	Maths	Geography	Science	French	RE
Art		French	History	Drama	Technology	French	English		Music

7J									
Mon 1	**Tues 1**	**Weds 1**	**Thurs 1**	**Fri 1**	**Mon 2**	**Tues 2**	**Weds 2**	**Thurs 2**	**Fri 2**
Maths	RE	Science	Music	English	Maths	RE	Science	Art	English
Drama	German	History	German		Technology	Computing	German		Geography

7N									
Mon 1	**Tues 1**	**Weds 1**	**Thurs 1**	**Fri 1**	**Mon 2**	**Tues 2**	**Weds 2**	**Thurs 2**	**Fri 2**
Maths	RE	History	Science	English	Maths	RE	Art	English	Science
Music	German	Technology	German		German		Computing	Geography	Drama

7P									
Mon 1	**Tues 1**	**Weds 1**	**Thurs 1**	**Fri 1**	**Mon 2**	**Tues 2**	**Weds 2**	**Thurs 2**	**Fri 2**
Art	Maths	RE	English	Science	Drama	RE	English	Science	Maths
French	French	Technology	Geography		French	Music	History		Computing

7S									
Mon 1	**Tues 1**	**Weds 1**	**Thurs 1**	**Fri 1**	**Mon 2**	**Tues 2**	**Weds 2**	**Thurs 2**	**Fri 2**
English	Maths	RE	Geography	Science	English	RE	Science	Computing	Maths
Drama	Art	History	French		Music	French		French	Technology

In addition, Y7 students are expected to read a minimum of 6 books over the course of the year. Teachers of English and the Librarians recommend that students should be reading for a minimum of 10 minutes per day in order to achieve the expectations.

Homework Timetables Y8 2025/2026

Allocation per 2-week timetable: English, Maths, Science, RS and Latin 2 X 30mins
Language 3 X 20mins
Art, Computing, Drama, Geography, History, Music, Technology 1 X 40mins

8C									
Mon 1	**Tues 1**	**Weds 1**	**Thurs 1**	**Fri 1**	**Mon 2**	**Tues 2**	**Weds 2**	**Thurs 2**	**Fri 2**
RS	French	Science	Maths	Latin	Computing	Tech	Science	Maths	French
Music	Art	Drama	English	History	Geography	Latin	English	French	RS

8J									
Mon 1	**Tues 1**	**Weds 1**	**Thurs 1**	**Fri 1**	**Mon 2**	**Tues 2**	**Weds 2**	**Thurs 2**	**Fri 2**
German	Art	Latin	Maths	Computing	Tech	Science	Latin	Maths	English
Geography	Science	Music	English	RS	German	German	History	RS	Drama

8N									
Mon 1	**Tues 1**	**Weds 1**	**Thurs 1**	**Fri 1**	**Mon 2**	**Tues 2**	**Weds 2**	**Thurs 2**	**Fri 2**
French	Computing	Tech	Maths	English	Music	Science	Art	Maths	RS
Drama	Latin	Science	Geography	RS	French	French	History	English	Latin

8P									
Mon 1	**Tues 1**	**Weds 1**	**Thurs 1**	**Fri 1**	**Mon 2**	**Tues 2**	**Weds 2**	**Thurs 2**	**Fri 2**
German	Computing	Tech	Maths	English	RS	Geography	Music	Maths	English
Art	Drama	Latin	RS	Science	German	History	German	Latin	Science

8S									
Mon 1	**Tues 1**	**Weds 1**	**Thurs 1**	**Fri 1**	**Mon 2**	**Tues 2**	**Weds 2**	**Thurs 2**	**Fri 2**
Art	Drama	Computing	Maths	German	RS	English	Tech	Maths	Music
RS	English	Science	Latin	Geography	German	History	Latin	Science	German

Y8 students are expected to read a minimum of 6 books over the course of the year. Teachers of English and the Librarians recommend that students should be reading for a minimum of 10 minutes per day in order to achieve the expectations.