



Altrincham Grammar School for Boys

Homework Policy

Nominated Lead Member of Staff:	SW
Last Review Date:	September 2026
Next Review Date:	September 2028

1. Purpose

At Altrincham Grammar School for Boys (AGSB), homework forms part of the wider curriculum and is used where it makes a positive contribution to students' learning, independence and preparation for future study.

Homework supports the aims of the AGBS Curriculum Policy by helping students to secure and retain important knowledge, practise and apply skills, prepare for future learning and assessment, develop subject-specific understanding, and become increasingly independent, resilient and responsible learners.

Homework will have a clear educational purpose and contribute to the coherent and cumulative development of knowledge and skills within the curriculum. Depending on the subject and stage of learning, homework may be used for retrieval practice, consolidation, reading, preparation, application, research, extended tasks, revision, and the development of independent study habits. It will not operate as a separate programme of work.

The School takes an evidence-informed approach to homework. Departments will draw on relevant educational evidence, professional expertise and evidence from students' learning when developing and reviewing their approach.

2. Principles

Homework at AGSB will be:

- **Purposeful:** students should understand what they are expected to learn, practise or achieve.
- **Curriculum-linked:** tasks should reinforce, consolidate, prepare for or appropriately extend classroom learning.
- **Knowledge-rich:** where appropriate, homework should support the acquisition, retrieval and application of important knowledge.
- **Subject-specific:** the nature of homework should reflect the distinctive knowledge, skills and disciplinary practices of each subject.
- **Appropriately challenging:** homework should be ambitious while taking account of students' prior learning and individual needs.
- **Manageable:** the amount of work should be proportionate to its educational value and to students' wider curriculum and commitments.
- **Inclusive:** homework should not create unnecessary barriers for students because of SEND, disadvantage, access to resources or other individual circumstances.
- **Developmental:** homework should progressively develop students' ability to organise, monitor and evaluate their own learning.
- **Reviewed:** where appropriate, homework should be checked, discussed or used in subsequent learning so that students understand its value.

The quality and educational purpose of homework are more important than the quantity set.

3. Departmental Implementation

There is no requirement for all subjects to use the same type or frequency of homework. Subject leaders are responsible for determining approaches that best support learning in their discipline and curriculum.

Departmental homework policies will outline:

- the purpose of homework within the subject;
- the nature and frequency of homework at each key stage; and
- how homework will be reviewed, assessed or used to inform subsequent learning.

Departments will use homework where it has a clear educational purpose. This may include:

- retrieval and recall of important knowledge;
- practice and consolidation;
- reading and wider subject reading;

- preparation for future learning;
- application of knowledge and skills;
- research and enquiry;
- extended writing or problem-solving;
- revision and examination preparation; and
- development of independent study habits.

Homework will contribute to the coherent and cumulative development of knowledge and skills identified within departmental curriculum planning.

The Amount of homework set will reflect:

- the age and stage of students;
- the nature of the subject;
- the purpose of the task;
- students' prior learning;
- examination and qualification requirements where relevant; and
- the wider demands of the curriculum.

Departments use professional judgement to determine the appropriate amount of work for a particular task and cohort.

Where substantial tasks are set, students will normally be given sufficient notice to plan and organise their work.

Students in the Sixth Form experience increasing expectations of independent study in preparation for further education, employment and adult life. They will also be supported to develop effective independent study strategies.

4. Homework will represent a worthwhile use of students' time. Staff will avoid unnecessary repetition, excessive workload or tasks whose educational value is unclear.

5. Developing Independence

Homework contributes to AGSB's aim of developing increasingly independent, confident and resilient learners.

Students progressively develop the ability to:

- organise and plan their work;
- manage deadlines;
- select appropriate resources;
- retrieve and practise effectively;

- identify gaps in their knowledge;
- seek appropriate help; and
- evaluate and improve their work.

Independence will be developed progressively. Teachers will not assume that students automatically possess the organisational and study skills required to complete increasingly complex independent work.

The School will educate students about effective study skills and how to work independently. Departments will reinforce the School's approach to study skills within their own department areas.

6. Inclusion and Access

All students are entitled to participate in appropriate homework as part of the curriculum.

Teachers will consider potential barriers to completion, including:

- SEND;
- literacy or language needs;
- organisational or executive-function difficulties;
- access to technology or learning resources;
- individual circumstances; and
- other barriers to learning or wellbeing.

Where necessary, homework will be appropriately adapted or additional support provided. Adaptation will remain ambitious and promote students' long-term independence wherever possible.

Students will not be disadvantaged because they lack access to specialist resources, parental expertise or a suitable working environment at home.

Where appropriate, the School will provide access to resources, or other support to help students overcome barriers to completion.

Where non-completion is persistent, staff will seek to understand the reason and consider whether additional support or an adjustment to the approach is required.

7. Artificial Intelligence and Homework

AGSB recognises that artificial intelligence (AI) is an important part of students' education and future lives. The **AGSB Curriculum Policy** requires students to develop the ability to use technology and AI critically, safely, effectively and responsibly.

The School's approach to AI is governed by the **AGSB AI Policy/Position Statement** and the **Trust Guidance on the Use of Artificial Intelligence**. Those documents are the primary reference points for wider expectations concerning AI.

For homework, teachers will make clear where AI use is permitted and the boundaries that apply.

AGSB uses the following three-part approach:

Red – AI Not Permitted

The task is intended to demonstrate the student's own knowledge, understanding, reasoning or writing. Students must complete the work independently without using AI.

Amber – Limited or Guided AI Use

AI may be used only for the purpose specified by the teacher, for example to generate questions, explore ideas or provide feedback. Students remain responsible for the submitted work and must follow any requirements to acknowledge AI use.

Green – AI Permitted

AI may be used as part of the task where the teacher has explicitly authorised this. The task will make clear the intended purpose and expectations for responsible and critical use.

In all cases:

- students remain responsible for the accuracy and quality of submitted work;
- AI-generated content must not be presented as a student's own work where such use is prohibited;
- students will critically evaluate AI output, including its accuracy, bias and limitations;
- students must not enter personal, sensitive or identifiable information into AI systems;
- only approved or appropriately risk-assessed AI tools may be used; and
- coursework, examinations and other formally assessed work must comply with the requirements of the relevant awarding organisation.

Where AI is used for homework, it will support students' learning, thinking and critical engagement rather than replace their own thinking or understanding.

8. Setting and communicating homework

Homework will be set through the School's designated homework platform – Satchel 1. At sixth form level, homework could be set via Teams instead of Satchel 1.

Instructions will be sufficiently clear for students to understand:

- what they need to do;
- the purpose of the task, where appropriate;
- when it is due;
- any required resources;
- how it should be submitted; and
- any specific expectations concerning AI.

Teachers will ensure that students have the prior knowledge and resources necessary to complete the task successfully.

Where possible, substantial tasks will be broken into manageable stages or provided with sufficient time for students to plan their work.

9. Feedback and Assessment

Homework will be used to support learning and will not generate unnecessary marking workload.

Not all homework requires teacher marking. Departments will use feedback approaches most appropriate to the purpose of the task. These are outlined in the Marking and Feedback policy. They may include:

- whole-class feedback;
- self or peer assessment;
- retrieval quizzes;
- automated feedback where educationally appropriate;
- teacher questioning;
- discussion in subsequent lessons;
- verbal feedback; or
- targeted written feedback.

Where homework identifies gaps or misconceptions, these will inform subsequent teaching where appropriate.

Where homework contributes to assessment, teachers will consider whether the work provides reliable evidence of the student's own knowledge and understanding, particularly where AI use has been permitted.

10. Parents and Carers

Parents and carers are encouraged to support students by:

- establishing appropriate routines;
- encouraging organisation and perseverance;
- providing an appropriate working environment where possible; and
- encouraging students to seek help from their teachers when they are struggling.

Parents and carers are not expected to teach subject content or complete homework on behalf of their child.

11. Roles and Responsibilities

Senior Leaders

The Deputy Head (Academic) and Assistant Head (Teaching & Learning) will:

- establish the whole-school principles for homework;
- ensure that homework supports the curriculum;
- monitor its implementation and impact; and
- review the policy in light of evidence, school priorities and relevant national guidance.

Heads of Department

Heads of Department will:

- establish an appropriate departmental approach to homework;
- ensure that homework supports curriculum sequencing and subject aims;
- provide appropriate expectations for staff and students;
- consider inclusion, access and workload;
- ensure that AI expectations are clear; and
- evaluate the effectiveness of homework within their subject.

Teachers

Teachers will:

- set purposeful and appropriately challenging tasks;
- communicate expectations clearly;
- consider students' individual needs;
- ensure students have the necessary prior knowledge and resources;
- provide appropriate feedback or follow-up; and
- make expectations concerning AI clear where relevant.

Students

Students will:

- complete homework to the best of their ability;
- meet deadlines or communicate difficulties promptly;
- use resources and technology responsibly;
- follow the School's expectations concerning AI; and
- respond constructively to feedback.

12. Monitoring and Evaluation

Homework will be evaluated through the School's normal curriculum and quality assurance processes.

The School and departments will consider whether homework:

- supports the intended curriculum;
- contributes positively to students' learning and retention;
- develops independent study habits;
- is appropriately inclusive;
- is manageable for students and staff; and
- represents an effective use of students' time.

Evidence may include:

- students' work;
- student voice;
- assessment information;
- curriculum reviews;
- departmental evaluation;
- professional dialogue; and
- evidence concerning different groups of students.

No single measure will be used in isolation.

Monitoring will focus on educational impact rather than compliance with a prescribed quantity of homework.

The School will not create additional documentation solely for inspection purposes. Evaluation of homework will form part of the School's normal curriculum and improvement processes

13. Review

This policy will be reviewed annually and sooner where there are significant changes to:

- legislation or statutory guidance;
- Ofsted's inspection framework;
- EEF evidence or guidance;
- Department for Education guidance on AI or digital technology;
- examination or awarding organisation requirements; or
- the School's curriculum or strategic priorities.

14. Related Policies and Documents

This policy should be read alongside:

- **AGSB Curriculum Policy**
- **Trust Artificial Intelligence Policy**
- Department homework policies
- Assessment, Recording and Reporting Policy
- Marking and Feedback Policy
- SEND Policy
- Equality Policy / Equality Information and Objectives
- Teaching and Learning documentation
- ICT Acceptable Use Policy
- Examinations Policy
- Safeguarding and Child Protection Policy