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## Queen Elizabeth's School HOMEWORK POLICY

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### Aims

Homework contributes to the achievement of the School's mission to produce young men who are 'confident, able and responsible'. It is important for pupils at Queen Elizabeth's to complete work outside of lessons because it:

- Encourages boys to become more inquisitive and follow lines of enquiry independently, exploring their own ideas and demonstrating their originality and considered viewpoints;
- Helps them to develop independent learning skills - the ability to deal with challenges and persevere on their own;
- Develops skills of organisation, time management and self-discipline, helping to prepare them for university study;
- Allows boys to work at their own pace in the absence of peer pressure;
- Provides time to think, consolidate and embed learning in between lessons; allowing one lesson to connect effectively to another;
- Allows teachers to plan learning so that lesson time – that is the time boys spend with a subject expert - is maximised;
- Provides extra time (in addition to time spent in lessons) to allow exam specifications to be delivered to the level required for boys to achieve the top grades.

### Expectations

The *purpose* of the work set for pupils to complete outside of lessons should be clearly understood by them so that they recognise how it relates to learning that has taken place in the lesson in which it is set and that which will take place in the next lesson. The purpose of the work will be explained explicitly by teachers to achieve this aim. Homework tasks might promote consolidation, seek to provide skills or exam practice, encourage revision, or require preparation research to be undertaken. By carefully considering the purpose of homework in the ongoing learning in each subject, teachers ensure that any work set is meaningful: it contributes to pupil progress. Pupils should also come to realise the importance of their independent work, so that if, occasionally, *directed* homework is not set by the teacher, they are able to undertake *self-directed* work that might benefit their lesson-to-lesson learning. This might include work to support their learning, such as reviewing work that they found difficult, writing revision notes or completing exam questions. Alternatively, they might undertake super-curricular work - further reading or research - perhaps using the Queen's Library books or online resources.

The specific tasks to be undertaken by pupils through homework will, as far as possible, be planned to form part of the departmental scheme of work (though different tasks may be planned by different teachers) so that each piece of homework will have an identified learning outcome and the most effective use is made of lesson time when pupils are with a subject-specialist teacher. Teachers consider the learning needs and abilities of all pupils in the class when planning homework and so all boys should be challenged to an appropriate level by the work. Sufficient lesson time is set aside to explain the requirements of the tasks and this verbal guidance is supplemented with written instructions shared via MS Teams or eQE. It is the responsibility of each pupil to ensure he reads these instructions to allow

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plenty of time to ask for additional guidance, should it be required, but still complete the task by the stated deadline.

Clear instructions will be issued in relation to homework tasks, as to the appropriate use of digital technology. Information Technology must not be used for plagiarism or to otherwise avoid completing work as intended – such as using AI in contravention of these instructions. Controlled assessment work will be passed through available plagiarism and AI detection software, and pupils should follow good practice in source referencing.

While it is difficult to determine how long each pupil will spend on homework, guidance will be provided by teachers indicating the amount of time they might expect a specific task to take. Such guidance will prevent students regularly exceeding or falling short of these expectations. In planning homework, teachers focus on the contribution the work will make to learning progress: the *quality* of the learning activity rather than the *quantity* of homework. Effective homework need not be lengthy, nor require extensive resources; it need not always be written. In accordance with the homework timetable, boys at Queen Elizabeth's should spend approximately this amount of time completing work outside of lessons in each subject per week:

- Year 7-9      30-45 minutes
- Year 10-11    60-90 minutes
- Year 12-13    4 hours

A reasonable amount of time will be given for students to complete homework and a due date will be indicated via MS Teams (Years 7-11) or eQE (Years 12-13). Homework provides a daily interface between School and home; parents can support their sons by referring to the 'Tasks' set via eQE and by ensuring their sons have access to a quiet environment in which any homework can be completed. Homework might be completed via a Microsoft Teams Assignment, via the OneNote class notebook, or in the student's file/exercise book – relevant instructions and links will be included in the Teams assignment or eQE Task instructions.

As a vital part of the on-going learning in each subject, work completed by pupils outside of lessons will be reviewed by teachers on its completion. Homework can be reviewed in a variety of ways. For example, during the next lesson the teacher might facilitate a class discussion and ask questions specifically about the learning that should have been secured through the homework. Similarly, the work to be undertaken the next lesson might require a sound understanding of what has been completed for homework. A quiz or examination might be set. Alternatively, the teacher might collect in the work for marking.

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*LINKED  
POLICIES*

- Assessment for Learning Policy*
  - Governors' Statement of Education*
  - Home-School Agreement*
  - School Development Plan*
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Approved by the Governing Body on 6 November 2025

Signed .....

A.N. Gaskell, Chair of the Governing Body