

Lismore College



Whole-school Homework Policy

September 2025

Draft

Version Date	Last Review	Next review	Responsible
September 2025	October 2024	September 2026	Vice-Principal KS4&5

"Caring and Learning Together"

RATIONALE

In Lismore College, homework is considered a valuable tool for:

- Revising and extending work undertaken in school.
- Encouraging independent study to consolidate learning.
- Engaging parents/carers in their children's education.
- Developing self-discipline essential for good study habits.

Homework is assigned in line with departmental policy as deemed appropriate by:

- Subject teachers.
- Heads of Departments.

AIMS

Educational Aims

- **Reinforce Learning:** Consolidate and extend knowledge and skills taught in class.
- **Promote Independent Learning:** Encourage students to take responsibility for their own learning.
- **Develop Study Skills:** Build habits such as time management, organisation, and self-discipline.
- **Prepare for Assessments:** Provide opportunities to revise and practice for exams and tests.

Developmental Aims

- **Build Confidence:** Help students gain confidence through practice and achievement.
- **Encourage Responsibility:** Teach accountability for completing tasks on time and to a good standard.
- **Support Lifelong Learning:** Instil habits that benefit students beyond school.

TYPES OF HOMEWORK

The amount and nature of homework will vary from subject to subject in line with departmental homework policies. While differentiation is essential to meet the needs of individual learners, there should be a consistent approach to the **type, frequency, and expectations of homework across Bands/Pathways**, ensuring fairness and clarity for all students. Some homework may be accessed and submitted using online platforms such as Google Classroom. Types of homework may include but are not limited to:

- Reading
- revision/preparation/research
- short written tasks/extended written tasks/Controlled Assessment Tasks/Portfolio Work
- making/collecting/practical work
- oral language practice/interviewing
- numeracy calculations/constructing graphs/Past Paper Question Practice

Some homework may be set for the next lesson whilst others such as project work, designing, essays and research may be given well in advance of a stated deadline, thus encouraging good study habits, self-discipline and time-management.

MARKING AND FOLLOW UP

This differs according to the year group and the topic being studied but may include the following:

- 1. Teacher Marking**
 - Detailed feedback on accuracy, understanding, and presentation.
 - May include grades, comments, or corrections.
 - Often used for key assignments or assessments.
- 2. Peer Marking**
 - Students assess each other's work using criteria provided by the teacher.
 - Encourages critical thinking and collaborative learning.
- 3. Self-Assessment**
 - Students reflect on their own work using checklists or rubrics.
 - Builds metacognitive skills and responsibility.
- 4. Automated/Online Marking**
 - Used for quizzes or digital platforms (e.g., Google Classroom, Microsoft Teams).
 - Provides instant feedback and tracks progress.

All assigned homework and project work should be assessed promptly, with constructive feedback provided to students.

ORGANISATION OF HOMEWORK

Each student receives a Lismore Student Planner at the beginning of the year to record details of homework and to ensure that deadlines are met. The student planners may be inspected at regular intervals by Subject Teachers, Form Tutors, assistant Heads of Department, Heads of Department, assistant Heads of Year, Heads of Year or by a member of the Senior Leadership Team (SLT).

As part of the Lismore Lesson, **pupils** will:

- Set the student planner on their desk at the start of each lesson
- Record the homework and the date due in the student planner
- Check the student planner each evening
- Complete the homework in full scheduled by individual teachers/subjects
- Submit the homework in full by the deadline requested
- Ensure parents/carers sign the student planner if a No h/work note is issued

As part of the Lismore Lesson, **subject teachers** will:

- Remind students to set the student planner on the desk at the start of each lesson
- Give students sufficient time to record the homework
- Give feedback on homework
- Reward a positive achievement point for consistently completing homework or outstanding homework
- Follow the stepped approach for homework failure (see Appendix 1)
- Not set homework during periods of tracking assessments or modules UNLESS these are aspects of revision specifically related to the tracking assessments or modules
- Not set long/extended homework for submission the following day

As part of the Lismore Lesson, **form tutors** will:

- Sign the student planner fortnightly
- Discuss the importance of homework and its completion

To help and support student learning, **parents** will:

- Help establish a regular homework routine
- Encourage time management and prioritisation of tasks
- Encourage the child to think independently and try before asking for help
- Show interest in what the child is learning
- Check that homework is completed on time and to a good standard
- Communicate with teachers if there are concerns or difficulties
- Sign the student planner each week

APPENDIX 1 Graduated approach to Homework Failure

Number of No homeworks	Response/Action	Person responsible	Parental involvement
1	Verbal warning – HW recorded in comments in SIMS (red flag)	Subject teacher	
2	Record '2 nd No Homework' in student planner for parent to sign	Subject teacher	Yes
3	Record 'Homework failure' on SIMs	Subject teacher	Yes
4	Phonecall home	Subject teacher	Yes
5	Short detention issued	Subject teacher	Yes
6	Record 'Persistent Homework failure' on SIMs and Refer to aHOD/HOD – aHOD/HOD to speak with the pupil aHOY/HOY/Form tutor to be informed through email	Subject teacher aHOD/HOD	Yes
7	Parent meeting aHOY/HOY informed of any pastoral issues arising from this meeting	aHOD/HOD alongside subject teacher	Yes
8	Long detention	aHOD/HOD alongside subject teacher	Yes
9+	Continued intervention and support from aHOD/HOD and linking in with SLT subject link for further support	aHOD/HOD SLT	

At all stages above, the opportunity will be taken to speak with the pupil and try to understand if there are any particular reason for the incompleteness of homework.

Form tutor and HOY to be included in emails from 6 No h/works onwards to help to establish if it's an isolated issue in one subject area or if it's across subject areas. HOY to become more involved if issues arise in 3 subject areas or more.



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SHORT DETENTION NOTIFICATION

STUDENT'S NAME: _____

FORM CLASS: _____ DATE ISSUED: _____

Your son/daughter will be on a short detention until 3.55pm on

because _____

Teacher's Signature: _____

Parent's Signature: _____



Record of Parent/ Teacher Phonecall/Meeting



Date of meeting:

Name of Parent/Guardian:

Name of Pupil:

Class:

Reason for meeting:

Outcomes/Decisions Taken:

Date of further meeting: