



TORPOINT
COMMUNITY
COLLEGE

INSPIRING OPTIMISTIC LEARNERS

Homework Policy

Reviewed: January 2026	Next review due: January 2027
Governing Body Committee: Headteacher sign off	CLT contact: Cheryl Lockett
Policy adopted by the Headteacher on: January 2026	

Policy – Amendment Record Sheet

Amendment Number	Section Amended	Amended By	Reason for Amendment	Date

Overview

At Torpoint Community College, we know that high quality homework can have a significant impact on student progress. We therefore prioritise it as an important teacher and student task. **Homework at Torpoint Community College exists to deepen understanding, practise high-value knowledge and skills, and strengthen long-term memory through retrieval and consolidation.**

High-quality homework at Torpoint Community College should:

- connect directly to taught curriculum content
- require retrieval, practice or application
- have a clear model or success criteria
- be predictable and familiar in format (not novel every week)
- be accessible for all students, including SEND learners

Guiding principles of homework at Torpoint Community College

1. **Quality** is more important than quantity – our focus needs to be on well-designed tasks that link to classroom learning/ what has already been taught. Tasks should require students to think hard about content – not distract them. Teachers provide models of what good looks like so students know the expected standard.
2. **Consolidation** – homework should be an opportunity for students to revisit/ retrieve knowledge that they have been taught in class. Students should already have had an opportunity to practice similar tasks/ questions in class with the expert guidance of their teacher. Our students tell us that they find quiz-based retrieval homework particularly useful.
3. **Time limited** – teachers should set homework which students can manage to complete in a reasonable timeframe. This will likely vary depending on the age of the children (it is reasonable to expect that KS4 students spend longer on homework than KS3 students). As a general rule, a piece of homework should not take KS3 students more than 30 minutes to complete and KS4 students more than 60 minutes. Students must be given adequate time (i.e. more than 48 hours) to complete homework. An ideal timeframe is one week from the date work is set to the deadline for submission.
4. **Accessibility** is essential – We need to make it as easy as possible for students to complete homework by being consistent and considering what ICT access etc they have at home. We cannot set students up to fail with tasks that they can't manage. What children can manage in College with expert support is greater than what they can do alone. Homework must be **appropriate for children with SEND**.
5. **Value** – Students must know that homework is **checked** in the same way as schoolwork and are given meaningful feedback.
6. **Support structures** are in place to ensure that children who face more barriers than their peers are not significantly disadvantaged/ sanctioned.

Reasonable adjustments” for SEND students should include:

- **reduced quantity of work, same cognitive demand**
- **alternative formats**
- **scaffolded versions**
- **extended deadlines if appropriate**

Responsibilities - teachers

- All teachers set homework on Satchel One- in line with the subject specific assessment policy.
- All teachers check whether students have submitted the required work by the required submission date.
- All teachers use Satchel One to award students points for completion/ non completion.

Responsibilities – Students

- Ensure homework is completed to the highest standard and submitted on time.
- Seek help *before* the deadline if struggling.
- Respond to teacher feedback and improve work when asked.
- Use AI tools responsibly

Support structures for students

- Homework Club availability
- Access to computers/printers

Responsibilities – Parents/Carers

- Encourage a quiet space and regular routine for homework.
- Check Satchel One weekly to support organisation.
- Contact the teacher early if their child is struggling.

Responsibilities - Heads of Department

The most appropriate homework to set may look slightly different in every subject, so curriculum leads define the parameters of homework as appropriate for their subject and in agreement with the whole College lead for homework (author of this policy). All subject homework protocols must align with the guiding principles set out in this document.

- **Heads of department are responsible for ensuring their subjects teachers know and follow the expected protocols for that subject.**

Responsibilities – CLT

- CLT lead for homework (author of this policy) monitors negative points awarded.
- Whole school lead for rewards implements a system to recognise student achievements.
- CLoLs to monitor that all teachers in their team are following the policy/ system.

Quality Assurance

- Departments review homework tasks for quality, alignment with curriculum, and student workload.
- CLT uses Satchel One analytics to identify patterns in non-completion, over-setting or under-setting.

Use of Artificial Intelligence (AI) Tools for Homework

At Torpoint Community College, we recognise that AI tools (for example: ChatGPT, translation software, grammar checkers, generative image tools and similar technologies) are becoming increasingly common in education. When used appropriately, they can support learning.

However, they must never replace students' own thinking, practice or understanding.

Our Principles

- Learning first: Homework tasks are set to help students *think hard, practise key skills* and *retrieve knowledge*. AI must not be used in any way that stops students doing this thinking for themselves.
- Honesty and integrity: Work submitted must always be the student's own. Copying or submitting AI-generated content as personal work is classed as plagiarism.
- Transparency: If students use AI tools to *support* their homework (e.g., to check grammar, generate ideas, or help structure a plan), this must be acknowledged in a brief note at the end of the work.
- Teacher guidance: Some tasks will explicitly permit or prohibit AI use, depending on the subject and purpose. Students must follow the instructions given.

Acceptable Use

AI may be used to support learning, not replace it. Examples include:

- Checking spelling, grammar or sentence structure.
- Asking for definitions or explanations of concepts already taught in class.
- Generating ideas or keywords to help plan an answer.
- Practising retrieval questions that teachers have already covered in lessons.

Students should always adapt, edit and improve any AI-assisted content so it clearly reflects *their* understanding.

Unacceptable Use

The following uses of AI are not permitted:

- Generating full or partial answers to homework and submitting them as personal work.
- Using AI to write essays, extended responses, analyses or translations.
- Using AI tools to complete tasks designed to practise skills taught that week (e.g., retrieval questions, written responses, maths problem-solving).
- Using AI in a way that misleads teachers about a student's true understanding.

Consequences of Misuse

If a student submits work that is not their own due to misuse of AI:

- The work will not be accepted.
- A sanction in line with the College's homework accountability system will be applied.
- The student may be required to redo the task in a supervised environment.