



QUEEN'S PARK HIGH SCHOOL

Dear Parents and Carers,

I hope this message finds you well.

As we begin the new academic year, I would like to take this opportunity to introduce our approach to homework to parents of students who will be joining Queen's Park High School and to provide a reminder for our existing parents. We have also made a couple of updates to our homework arrangements, which will take effect from September 2026, in response to student and parental feedback.

At Queen's Park, we believe that meaningful and well-structured homework plays a crucial role in supporting your child's academic progress. It reinforces classroom learning, develops independent study habits, and helps students build the knowledge and skills needed for success both in school and beyond. This letter outlines our homework expectations for the upcoming academic year, highlights the recent changes, and explains how you can support your child's learning at home.

Thank you for your continued support and partnership in your child's education.

The Importance of Homework

Homework is thoughtfully planned across all subjects to:

- Reinforce and consolidate classroom learning
- Encourage independent thinking and personal responsibility
- Develop research, organisation, and study skills
- Promote effective time management and self-discipline
- Strengthen communication between school and home

In Key Stage 4 (Years 10–11), homework becomes even more significant as students prepare for their GCSE examinations.

How Homework Will Be Set

In response to feedback from parents, **all** homework will now be set via our Synergy platform. This means that both parents and students will be able to see all homework tasks that have been assigned, even when the work itself needs to be completed on another platform, such as Educake. We hope this change will make it easier for parents to support their child's homework completion and provide greater transparency regarding homework expectations, deadlines, and assignments that have been set by teachers.

While all homework will be recorded on Synergy, some subjects will continue to use specialist platforms to deliver and assess tasks:

- Educake will be used for English, Maths, and Science. In Maths (KS4), additional booklet-based homework will be provided to support key learning objectives.
- Language Nut will support learning in Modern Foreign Languages.

Separate login details and guidance for these platforms will be provided by subject teachers at the start of the year. Parents and students should continue to refer to Synergy as the primary source of information for homework tasks and deadlines.

Homework Frequency and Time Expectations

To help students manage their workload and establish consistent routines, each year group will follow a structured homework timetable. While we aim to follow this schedule closely, there may occasionally be adjustments to support curriculum needs, assessments, or project work. The homework timetables are available on our website (Students>Homework) and via the student bulletin.

As a general guide:

- Homework tasks will typically take up to one hour per subject.
- **Years 7–9:** Students should aim to complete at least 30 minutes of independent study each day in addition to set homework (e.g., reading or review activities).
- **Years 10–11:** Students should plan for a minimum of one hour of daily independent study focused on revision and GCSE preparation.
- **Years 7–9** will also be offered the opportunity to complete 1–2 *Extended Learning Projects* (ELPs) per half term in addition to their weekly homework. Details are outlined below.

Types of Homework Students May Receive

Homework tasks will vary by subject and year group and may include:

- Online quizzes (e.g., via Educake)
- Reading and research tasks
- Extended written work
- Creative projects or presentations
- Vocabulary practice and memorisation
- Revision techniques such as flashcards or mind maps
- Coursework and past paper practice (KS4)
- Performance or practical tasks (e.g., PE, Drama, Music)

In response to parental feedback, all subjects will endeavour to provide a wider variety of homework tasks and a balance of online and paper-based activities. This is intended to ensure that homework is engaging, accessible, and supports the development of a broad range of knowledge and skills.

Also, in response to parental feedback, at Key Stage 4, English and Maths departments will supplement online homework platforms such as Educake with paper-based activities, including the use of past papers and examination-style questions. This approach will help students develop their examination technique alongside their subject knowledge and provide valuable preparation for GCSE assessments.

This varied approach ensures that all students have opportunities to engage with their learning in ways that suit their individual strengths and learning styles, while also encouraging independence, resilience, and effective study habits.

Extended Learning Projects (Years 7–9)

Extended Learning Projects (ELPs) are recommended enrichment-based opportunities designed to encourage students to explore topics of interest more deeply and develop independent learning skills.

Examples may include:

- Visiting a museum, gallery, or historic site
- Producing a creative piece of writing, artwork, or music
- Undertaking a personal research project
- Participating in a physical or outdoor activity

We encourage students to complete 1–2 ELPs each half term. Up to 20 reward points can be earned per project, recognising student initiative, creativity, and effort.

Reading Expectations

We strongly encourage all students to read for at least 30 minutes each day. Regular reading helps to expand vocabulary, deepen comprehension, and build confidence across the curriculum.

During the first few weeks of the school year, all students will complete an online reading assessment known as the NGRT (New Group Reading Test). This assessment helps us to identify students' reading strengths and any areas where additional support may be beneficial.

If the assessment indicates that your child would benefit from further support with reading, we may contact you to discuss strategies and interventions that can be used both in school and at home. Research consistently shows that regular reading at home is one of the most effective ways to improve reading ability, vocabulary, comprehension, and overall academic achievement.

As part of this support, some students may be provided with a reading record to strengthen communication between home and school and to help monitor and encourage regular reading habits.

If your child would like help selecting appropriate reading material, their subject teachers or our school librarian will be happy to provide tailored recommendations based on their interests and reading level. Together, we can help foster a lifelong love of reading and ensure that every student has the opportunity to succeed.

How You Can Support Your Child (Particularly in KS4)

Your involvement at home makes a significant difference. You can support your child's learning and revision by:

- Creating a quiet, distraction-free study space
- Helping plan a realistic and manageable revision schedule
- Encouraging short, frequent study sessions
- Providing useful resources (e.g., notebooks, pens, flashcards)
- Asking them to explain topics or quiz them on key facts
- Celebrating effort and progress as much as achievement
- Supporting healthy habits (adequate sleep, nutritious meals, regular exercise)

You don't need to be an expert in every subject to provide valuable support — your encouragement alone can greatly boost your child's motivation and confidence.

How Homework Will Be Assessed

Teachers may assess homework in various ways, including:

- Written or verbal feedback
- Peer or self-assessment
- Real-time 'live' marking in lessons

Reward points will be awarded for homework completed to a high standard. Students who engage with ELPs will receive additional recognition for their creativity and independence.

In response to parental feedback, we recognise that there are sometimes genuine, one-off occasions when students may not complete their homework. As a result, we have updated our approach to homework accountability for the coming academic year.

Rather than issuing an automatic detention for every instance of non-completion, students who do not complete a homework task without a valid reason will receive negative behaviour points. These will be monitored closely by staff to identify any emerging patterns of missed homework.

Where a student repeatedly fails to complete homework, a detention will be issued, and they will be expected to complete the outstanding work during that detention. Parents may also be contacted where concerns arise regarding a student's engagement with homework.

We believe this approach strikes a balance between maintaining high expectations for homework and recognising the realities of busy family life. Our aim is to encourage positive homework habits, support students in developing responsibility and independence, and provide opportunities for intervention where difficulties become a recurring issue.

If your child is facing difficulties with completing homework, please do not hesitate to get in touch. We are committed to working in partnership with families to ensure that all students can succeed and access the support they need.

Further Information and Support

If you have any general queries about our homework approach, please feel free to contact me — Mrs Lisa Phillips, Senior Assistant Headteacher — via the Synergy platform.

For questions related to individual subjects, your child's subject teacher will be happy to help and can also be contacted through Synergy.

Thank you, as always, for your ongoing support. By working in partnership, we can help every student develop the habits, independence, and confidence they need to achieve their full potential.

Kind regards,

Lisa Phillips
Senior Assistant Headteacher
Handbridge Site