

# HOMework POLICY

Approved by T&L Committee on:	4th December 2025
Next review date:	December 2027
Signed by Chair of the Committee.	

## Our Intent

For homework to embed, extend and enrich students' learning over time. It will play a central role in our students' journey to independence and self-regulation. It has a crucial curricular role to support our students in being able to know, remember and do more.

Our intent is informed by research which shows that effective homework can lead to five months' additional progress (up to eight months in some cases) (EEF). Studies found that the scores of students who received homework, compared to those who did not, were on average 62% higher. The optimum quantity is 1-2 hours/day (30 minutes/subject), with impact declining as duration increases. Homework is shown to have a greater impact on secondary students, with rote learning, practice or rehearsal being particularly effective. Homework is most effective when it is frequent, short and focused on knowledge, which is integrated into lessons. Specific and task-orientated (open ended, problem solving tasks have lower effect sizes; especially for younger, lower prior attaining students).

## The Purpose of Homework

- To consolidate knowledge
- To practise and apply skills and techniques
- To enrich the core curriculum through depth, breadth or engagement
- To develop confidence in learning independently
- To support GCSE and A-Level NEA (non examined content i.e. coursework)

The balance between these purposes reflects their impact on student performance. Therefore, the most frequent homework task set will be consolidation of knowledge, to support students' regular review of the curriculum with KOs (Knowledge Organisers) and PLCs (Personal Learning Checklists). These should ideally be RED review tasks, which ask students to use:

- **Retrieval** practice working from memory
- **Elaboration** to explain what learning means and how it connects
- **Dual coding** which uses diagrams and imagery as prompts to support understanding of the content.

Enrichment tasks with open ended, independent learning tasks, will be used less frequently because they should only be set once students are sufficiently proficient in a topic.

## What Parents/Carers and Students Should Expect

Homework will be set on Bromcom. Bromcom assignments may reference or link to other sites (E.g. Google Classroom, which can only be accessed using student accounts or log ins).

Much of this work will not be given feedback by teachers. The majority of homework will be assessed through low stakes tests of the knowledge and skills that students have revised, learned or practised. This will provide students with feedback on how effectively they are working. Where feedback is given, this might be verbal or whole-class feedback which students then act on to check and correct their work.

We do not have a homework timetable as teachers will set homework that best complements the progress of their class through the curriculum. However, every student at The Weald can expect to be given homework on a **regular** basis. Students at KS3 will be set homework less regularly than at KS4 and KS5 to reflect the timings below. Maths, English and Science will set more homework at KS3 than non-core subjects, with greater equity at KS4, to reflect curriculum time weighting.

All year groups will be set RED review only consolidation homework in the 4 working weeks (holidays not included) preceding each of their significant assessments in the year. Heads of Year will write to parents/carers outlining the key topics to prepare for each subject's assessments. Teachers will then set homework, usually marked as 'RED Review' or referencing 'KOs' (knowledge organisers), which supports students in covering their assessment preparation topics in a chunked format over the 4 week window. Teachers will follow the guidance provided on how to set RED Review homework. This guidance acts on feedback from students and their families as well as outlining effective practice.

The Weald recommends students spend the following amounts of time on homework:

**Years 7 and 8** - 50 - 60 minutes a day.

**Years 9, 10 and 11** - 1½ to 2 hours a day. Nearer the former in Year 9, the latter in Year 11.

**'Independent Study Time' for Years 12 and 13** - A minimum of 4 hours per subject per week in Year 12, rising to 5 hours per subject in Year 13. There is an expectation that some of this work will be completed in school time during study periods.

In some holidays in years 10, 11, 12 and 13 homework will be set to support students with preparing for examinations or NEA.

Parents/carers can expect support for students to complete their homework to be provided through a range of homework clubs. These take place on Tuesdays, Wednesdays and Thursdays. These are hosted by a range of colleagues: teachers, learning mentors or teaching assistants. Homework clubs are allocated by Key Stage and year group (e.g. Years 7 and 8 have some afternoons with separate clubs and others where both are invited. Years 9 and 10 also have some joint and separate sessions and Year 11 have their own provision hosted by their Head of Year.) Our Inclusion team in C3 also hosts a homework club with teaching assistants on hand to support with homework completion. For the most part these clubs are designed for students to 'drop in' and work independently, there are occasions when we will strongly suggest or direct students to attend, where we feel this support is essential to their progress.

## **The Role of Teachers**

- To set clearly defined tasks which relate to the purposes outlined above.
- To set regular RED (Retrieval, Elaboration and Dual Coding) review homework tasks which use KOs (Knowledge Organisers) and PLCs (Personal Learning Checklists) provided to students, which are clearly labelled, especially in the 4 weeks leading up to an assessment.
- To provide feedback to students on their work; this will predominantly be through low stakes testing or verbal/whole-class feedback.
- To be clear about what is expected and the best ways to achieve this - this should ideally mean modelling success to students before requiring them to do it alone. This is especially important for 'desirable difficulty' tasks such as those which require students to engage in RED review.
- To write clear instructions on the homework website.
- To provide materials to support students with their homework as appropriate and required by the needs of individual students.
- To plan how homework enriches the broader curriculum and builds students' 'cultural capital'. This should be knowledge which deliberately takes students beyond their horizons and the relevance or interests of their own lives. These tasks may include enrichment reading tasks.
- To apply sanctions in line with school policy when homework is not done, deadlines are missed or work is not at the required standard.
- To be mindful of students and their families when setting deadlines. Sometimes it may be necessary to set short deadlines but as much as possible students should have 3 school days to complete any tasks. Homework will not be set on a Friday and be due in for a Monday.

## Monitoring Homework

The setting of homework is monitored in terms of the regularity set for each class, by each teacher and subject as well as the type (e.g. RED Review or Reading). This is monitored centrally in the form of a Homework Tracker. This is updated half termly and shared with Subject Leaders so that they can monitor the consistency of homework setting within their curriculums, over time. Heads of Year review the tracker for homework set for their year group.

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Appendix A: [Setting RED Review HW \(teacher guidance\)](#)

Appendix B: [Consolidation Homework Task Bank](#)