



HOMework POLICY

September 2026/2027

Passmores Academy

Part of the Passmores Co-operative Learning Community

Approved by: The Local Governing Body **Date:** 29 September 2026

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Next review due by: September 2027 (annual review)

Introduction

This is Passmores Academy's policy for the provision of homework to students and has been drawn up in accordance with guidance from the DFE and Sutton Education Trust.

It must be recognised that parents play a vital role in the education of their child, therefore it is important and valuable to have a good home-school partnership. One way in which parents can support this is by being aware of homework expectations at Passmores.

What is homework?

Homework is defined as any work or activity that students are asked to undertake outside of lesson time, either on their own or with the aid of parents and carers. Homework doesn't necessarily have to be completed at home. We have several after-school homework clubs which aim to support students with homework. We see work completed outside of lesson time as a valuable part of a student's learning.

The purpose of homework

To maximise the impact of learning in helping all students retain knowledge, build vocabulary, and develop study habits that support long-term academic success.

This framework aligns with recommendations from the Education Endowment Foundation (EEF), which finds that well-designed homework can lead to an average of five months' additional progress for secondary students, particularly when linked to classroom learning and when scaffolding is in place for disadvantaged students (EEF, 2021). Ofsted's research review into English (2022) further supports the role of independent reading, vocabulary development, and retrieval in strengthening pupil outcomes.

Homework Tasks

All homework tasks must align with one of the six permitted categories, each rooted in evidence-informed strategies that support students in developing durable understanding and independent study habits.

Retrieval Practice

Examples:

- Low-stakes (no point or marks awarded) quizzes (paper or digital)
- Brain dumps or mind maps
- "Last lesson / last term / last year" questions

Purpose: Strengthen memory through active recall and spaced learning. Retrieval practice supports knowledge retention and deeper understanding, a finding affirmed by both cognitive science research and DfE's curriculum planning framework, which promotes revisiting prior learning over time.

Policy Guidance:

Tasks should revisit key ideas several times across a term.

Should be low-pressure with clear feedback provided.

Homework systems (e.g., online platforms) should track and space topics out appropriately.

Vocabulary and Word Learning

Examples:

- Look-cover-write-check for Tier 2 and Tier 3 vocabulary
- Frayer models and word maps
- Using new words in writing/speaking

Purpose: Vocabulary acquisition is a critical dimension of closing the attainment gap. Students need strong command of academic language to access the curriculum. The Ofsted English Research Review highlights how "explicit vocabulary instruction can aid comprehension and broaden students' cultural capital."

Policy Guidance:

- Align tasks with current subject-specific vocabulary lists.
- Teachers must pre-teach new vocabulary in class.
- Key vocabulary should be revisited regularly to support fluency.

Reading for Comprehension

Examples:

- Short, high-quality texts with guiding questions
- Graphic organisers and structured summaries
- Dual tasks combining vocabulary and retrieval from text

Purpose: Independent reading tasks help students build domain knowledge, strengthen comprehension, and develop inference skills. Research by the National Literacy Trust and EEF indicates that access to appropriately scaffolded texts and guided questions can accelerate students' reading ability and support across the curriculum.

Length and Structure Guidelines:

Key Stage	Length	Time	Additional Requirements
KS3	300–500 words	15–25 mins	Include 5–7 guiding questions. Define key vocabulary.
KS4	500–800 words	20–30 mins	Add retrieval or reflection prompts. Pre-teach any complex terms.

Policy Guidance:

- Select texts that are culturally relevant and appropriately challenging.
- Tasks must embed vocabulary support and context summary.
- Avoid setting comprehension without framing questions.

Learning Key Facts or Spellings

Examples:

- Spelling lists for frequent or subject-specific words
- Formulae, historical dates, definitions
- Flashcards (print or digital apps)

Purpose: Automate essential knowledge for effortless recall. Regular focus on key facts aids progression and supports students at risk of cognitive overload.

Policy Guidance:

- Use weekly routines (e.g. weekly spelling tests or knowledge retrieval quizzes).
- Ensure homework of this type is cumulative and revisits known material.
- Combine self-testing strategies like ‘look-cover-write-check’.

Guided Practice with Modelling

Examples:

- Worked examples with partial solution steps
- “I do, we do, you do” handouts
- Scaffolded tasks with success criteria

Purpose: Homework should reinforce taught methods—not introduce new ones. This category ensures all students can access the task independently and consolidates mastery through structured repetition (Rosenshine’s Principles of Instruction underpin this practice).

Policy Guidance:

- Homework should be modelled in class before being issued.
- Success criteria and task steps must be visible and accessible.
- Follow-up in class to address common misconceptions.

Retrieval-Based Revision

Examples:

- Practice exam questions paired with model answers
- Timed drill tasks (e.g. quote recall, planning outlines)
- Scaffolded response plans or mark scheme mapping

Purpose: Support students in developing exam fluency—especially disadvantaged students who may not receive equivalent exam preparation support at home.

Policy Guidance:

- Model exam tasks in class before setting for homework.
- Use metacognitive prompts: “What is the question asking?” / “What is your plan?”
- Provide feedback loop: review responses in class or via peer/self-assessment.

Time to be spent completing homework

Homework will in general be set weekly, however, due to the nature of the timetable, some subjects may only set work fortnightly. There may be some extended tasks over a period of weeks in some subjects (for example Art). Students will be spending an **equivalent** amount of time on homework below.

Year 7

- **20** minutes per subject each fortnight. Core subjects will set twice a fortnight.
- Reading – at least 4 x 15 minutes per week.

Year 8

- **30** minutes per subject each fortnight. Core subjects will set twice a fortnight.
- Reading – at least 4 x 15 minutes per week.

Year 9

- **30** minutes per subject each fortnight. Core subjects will set twice a fortnight.
- Reading – at least 4 x 15 minutes per week.

Year 10

- **2 x 45** minutes per subject each fortnight.
- Students should read from a variety of sources - fiction and non-fiction - to support their subjects, interests and ambitions.

Year 11

- **2 x 45** minutes per subject each fortnight.
- Personal revision – **see also below**.
- Students should read from a variety of sources - fiction and non-fiction - to support their subjects, interests and ambitions.

What we will aim to avoid

To ensure equity, tasks that disproportionately depend on parental support, financial resources, or vague instruction must be avoided.

Prohibited Examples:

- Open-ended projects that assume adult input or resources
- Internet research tasks without clear scaffolds or curation of resources (specific links)
- Too many third party apps or websites that require students to log in
- “Finish off classwork” unless linked to a structured homework outcome
- Tasks needing specific art supplies, internet access, or printing

This aligns with DfE expectations around inclusion and the Public Sector Equality Duty. Homework should not deepen disadvantage.

Implementation Tips for Staff

Consistency in delivery, modelling, and building structured routines underpin effective homework implementation (EEF, 2021). All departments must ensure homework is practised and explained in class before being expected at home.

Core Principles:

- Keep tasks short and focused: 15–30 minutes maximum; frequent low-stakes routines are more effective than occasional long projects.
- Use retrieval tools regularly: Quizzes, flashcards, knowledge organisers, and recall mats should be common features across subjects.
- Establish predictable routines: For example, weekly vocabulary tasks, bi-weekly content recall quizzes, or guided reading sessions.
- Ensure explicit modelling: Homework types should be taught, practised, and referenced frequently in lessons.

Monitoring and Supporting Homework

Quality Assurance

Departments will review homework tasks at regular intervals to ensure alignment with this framework. This is in line with the Ofsted expectation that homework, when set, should be thoughtfully designed and quality assured for learning impact.

Equity and Access

All homework tasks must be accessible to all students, including those with SEND or students in receipt of Pupil Premium.

Teachers must:

- Provide printed alternatives for online tasks as needed
- Avoid assumptions about home support or access
- Support students in understanding and completing tasks through in-class modelling
- Avoid multiple platforms. Consider platforms already used by the school in other subjects. Any new platforms must be agreed by the Vice Principal for Standards and Curriculum

Feedback on Homework

- Teachers are not required to mark every piece of homework, but students should receive feedback— automated, self/peer-assessed, or teacher-led—on a regular basis.
- Subjects should agree consistent approaches to feedback (e.g., whole-class feedback, quiz scores, sample reviews).

Personal Revision guidance in Year 11 revision:

Revision helps work the long- and short-term memory. Going over previously known material will strengthen the brain's connections with that material; going through any missed work will obviously be better than not doing so. By getting material into the long-term memory, the short-term memory is freed up to act as an extra store. Revision is also helpful for checking how each exam paper works and which techniques work best for each question. Practice breeds confidence.

Outside of exam working times, students in Year 11 should revise for at least an hour each week, splitting this into frequent shorter sessions. **3x20 minutes is optimal for retention.** Mix up the subjects and topics, remembering to revisit things at a later point. Prior to mock exams, personal revision should be at least five hours per week, with 7 ½ being even better. This will usually take the form of revision tasks set on Arbor but will often also be self-guided.

Online Platforms

If a student in **any year** completes homework in less time than is detailed above, they are actively encouraged to use the remaining time to work independently across any of their subjects using the online websites recommended and/or linked to Passmores. These include **BBC Bitesize** (English and

modern foreign languages), **YouTube** – Mr Bruff (English Language and Literature), **Dr Frost** (maths), **K Science** (science), **Seneca** (various subjects), **Everlearner** (BTEC Sport). For students in KS3, students can access Bedrock Learning to build their vocabulary and other platforms and websites not listed here may also be used. Students can also explore their academic interests as prompted by our supercurriculum display boards in school.

There will be times during the year when more homework may be set (for example in the run up to exams). Students are likely to be given structured revision across many subjects during these times.

Communication of Homework

All homework will be set via **Satchel One** by all staff for all subjects. This is a web-based application which can also be downloaded as an app on mobile and tablet devices. Students will all be able to login to see the tasks. Parents/carers will also be able to login once students have been given access so that they can see what tasks are set by staff.

Reviewing the policy

The Homework Policy will be reviewed every year. Where significant changes to the policy are required, proposals will be presented to the Local Governing Body and parents consulted.

This policy was reviewed and approved by the Local Governing Body on 29th September 2026.