



The Norwood School

Homework Policy

June 2025

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1. Rationale

Homework is an integral part of the learning process at The Norwood School. It supports students in developing independent learning skills, consolidating classroom learning, and preparing for future lessons. It also helps build time management, responsibility, and self-discipline, preparing students for assessments and examinations.

Our approach to homework is informed by the following key findings from the Educational Endowment Foundation:

- Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.
- Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).
- Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.
- It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).

We also acknowledge the importance of family time and leisure time in ensuring pupils are able to achieve balance in their lives.

2. Frequency and Type of Homework

Expectations will vary by key stage and subject, and should be clearly communicated to students:

Year	Type	Frequency	Time expectation
7 & 8	Tasks set from students' Independent Learning Booklets (ILBs) that build memory, guide practice and support self-regulation.	Weekly (bi-weekly for subjects with less than 3 lessons per week)	30 mins per subject
9	Tasks set across the following categories: - Preparation: (Learning future content through independent research or directed reading). - Extension: (Continuation/ elaboration of learning to a more sophisticated level of detail or difficulty, or doing something new with what they have learnt). - Consolidation: (Embedding	Weekly (bi-weekly for subjects with less than 3 lessons per week)	45 minutes for core subjects/ 30 minutes for other subjects

	skills/knowledge acquired in lessons through practice/ repetition/ testing). -Review (Developing a range of revision strategies in a specific area of study.)		
KS4	Tasks set across the following categories: - Preparation -Extension -Consolidation: -Review	Weekly	45 minutes for foundation subjects/ 1 hour for core subjects
KS5	Teachers should set tasks that also fulfil the functions of preparation, extension, consolidation and review . In addition, tasks set should involve: <ul style="list-style-type: none"> • Extensive reading and effective note-taking; • A range of advanced research strategies; • Developing awareness of the wider world, culture and workplace that pertain to the subject; • The development of critical thinking skills. 	Lesson to lesson	5 hours per subject per week (includes study periods)

3. Feedback

It is not an expectation that staff provide written feedback for homework tasks, but that students are given timely and effective feedback through other means, e.g. whole-class feedback, guided self/ peer assessment, live marking or comparative analysis of two or more pieces of work. Teachers will systematically check the impact of homework tasks by regular informal assessments; quizzes, low-stakes tests, exit tickets or targeted questioning.

4. Student Responsibilities

Students will:

- Use Class Charts regularly to manage homework tasks/ deadlines.
- Take ILBs home, take care of them and bring them to every lesson (Years 7 and 8)
- Complete homework to the best of their ability and submit it on time.
- Seek support in advance if they do not understand the task.
- Use feedback to improve their work.

5. Teacher Responsibilities

Teachers will:

- Set meaningful and clearly explained homework tasks on Class Charts.
- Provide reasonable deadlines (a week minimum)
- Use homework to inform planning and future teaching.
- Log submission/ late submission/ non-submission on Class Charts (or through agreed online platforms for certain subjects)
- Follow up on non-completion of homework.

6. Parent/Carer Responsibilities

We expect parents to:

- Encourage a positive attitude toward homework.
- Provide suitable environment for completion of tasks.
- Support students in meeting deadlines and organisation.
- Communicate with the school appropriately if there are concerns.

7. Non-Completion of Homework

- Non completion of homework will be logged on Class Charts as a 'homework issue'.
- Detentions will be set by the teacher in the first instance, and escalated to faculty detentions if non-completion becomes more frequent.
- If non-completion becomes even more persistent, a referral to supervised homework intervention is made.
- In the Autumn term, students in year 7 will be given an extension if a deadline is not met in the first instance.
- Support will be offered where there are barriers to completion.

8. Homework for Students with Additional Needs

- Tasks will be differentiated or adapted where needed.
- Support plans will include specific strategies for homework where appropriate.
- Teachers will liaise with the SEND team to ensure reasonable adjustments are made.

9. Equality of Access

Teachers must take ICT access issues into account, either providing hard copies of work as well as digital, or ensuring access to school ICT facilities to complete work. They can also refer students to the SEND faculty, who will run after-school clubs to support students in completing homework.

10. Monitoring and Evaluation

- Homework will be monitored through book looks, student voice, and homework logs.
- Middle and senior leaders will evaluate the impact and consistency of homework across subjects.
- The policy will be reviewed annually and updated as needed.