



Homework at Wootton Academy

Homework

Rationale

At Wootton, we believe that homework plays an important role in helping students become independent and confident learners. Homework provides an opportunity to practice recent learning, revisit and revise prior knowledge, or prepare for future lessons. These activities extend learning beyond the classroom and are rooted in the Science of Learning. Homework needs to be easy to comprehend but intellectually challenging. Therefore, homework activities should be those which require students to think about the knowledge they've been taught.

Key Benefits of Homework

- **Reinforces Learning:** Homework revisits and embeds knowledge from lessons, improving long-term retention through spaced and retrieval practice.
- **Promotes Independence:** It encourages self-discipline, time management, and personal responsibility for learning.
- **Closes Gaps:** Homework provides opportunities for targeted practice, differentiation, and pre-teaching of upcoming content.
- **Builds Confidence:** Students can practise at their own pace, arriving at their next lesson better prepared and more self-assured.
- **Prepares for Assessment:** Regular homework supports exam readiness, building analytical, writing, and problem-solving skills over time.

Format and Type of Homework

Suitable tasks

Where possible the use of IT dependent homework should be avoided. This puts great strain on households without a computer or with siblings at Wootton Academy as they try to access the computer for homework.

Suitable activities include retrieval activities utilising 'The Science of Learning'.

This may be:

- Learning definition and key vocabulary – 'look, cover, write, check',
- Finish the Sentence e.g The main function of the alveoli is...
- Odd One Out (Explain Why)
- Creating revision cards or notes,
- Practice of a taught disciplinary skill
- Employing strategies to commit learning to memory.
- This should be a structured task rather than something open-ended (such as filling a blank page).
- Pre-reading or learning of content prior to a lesson is also acceptable, although caution should be exercised in ensuring that students are able to access enough of the content and concepts without needing teacher explanation.

Do's and Don'ts

Open-ended research homework, such as 'find out about' or 'find five facts' should not be set. It is our responsibility to identify core knowledge and provide this through the curriculum and resourcing, with students taught to learn and retain it at home. Open-ended research, whilst providing a surface sense of independence, frequently results in low quality work and little genuine understanding or retention, and is inefficient in promoting learning. It is also likely to disadvantage vulnerable students still further.

The impact of retrieval practice homework should be **followed up by quizzes or assessments** in class over time to establish that students have learnt the material successfully. The marks of these should not be used simply as a measure for placing a student into correction, rather the findings of such should inform future planning, where an intervention or re-teaching in class would be more appropriate.

Next-day homework may be set where appropriate. This reflects the expectation that homework tasks are brief, manageable, and directly aligned with, and supportive of, the subsequent lesson content.

Each department will plan homework carefully, ensuring consistency and clarity. This will be stated in more detail in subject department handbooks.

Summary - staff must focus on the quality, pitch and stretch of homework. Ask yourself :

1. Does the homework have curricular purpose?
2. Does the homework have appropriate and bounded scope?
3. Is the impact of the homework measurable?
4. Is the homework straightforward but intellectually challenging?

Homework Expectations

We believe it is reasonable for the following amount of time for a student to do homework

Year Group	Typical H/W Length	Weekly total	Typical purpose
Year 7	20 mins	2.5–4 hours	Transition, routines, confidence
Year 8	30 mins	3.5–6 hours	Consolidation + independence
Year 9	30 mins	5–7 hours	Foundation for GCSE
Year 10	40 mins	8–10 hours	GCSE knowledge & practice
Year 11	40 mins	8–10+ hours	Exam preparation

[Homework allocation](#)

[Rationale behind home timings](#)

Homework allocation per subject

	Y7	Y8	Y9	Y10	Y11
Subject	No of homeworks per week	No of homeworks per week	No of homeworks per week	No of homeworks per week	No of homeworks per week
Maths	1	1	1	2	2
English	1	1	1	2	2
Science	1	1	1	2	2
Geography	1	1	1		
History	1	1	1		
PRE	1	1	1	0	0
MFL	1	1	1		
Core PE	0	0	0	0	0
Art	1	1	1		
Computing	1	1	1		
Music	1	1	1		
Drama	1	1	1		
Design (rotation)	1	1	2		
Option 1 (Humanities)				2	2
Option 2 (Language)				2	2
Option 3				2	2
Option 4				2	2
PSHE	0				
Total H/W SET per week	12.00	12.00	13	14	14
Total hours per 2 weeks - 20m mins per homework	4				
Total hours per 2 weeks - 30m mins per homework		6	6.5		
Total hours per 2 weeks - 40m mins per homework				9	9
Total hours per week	4 hours	6 hours	6.5 hours	9 hours	9 hours

Setting Homework

All students have a homework timetable in their planners. Class teachers, with oversight of the HOD, to set homework on the same lessons each week. There may be multiple homeworks for that subject set in a week, especially for core subjects. On the first week of setting homework, the class teacher to get students to write the day their homework is set onto the homework timetable and when that homework is due in – separate days for each. The class teacher should then ensure that each homework task is recorded in students' planners. Teachers must display the homework task and due date clearly so students can copy it accurately. Teachers should check a sample of planners regularly to ensure tasks are being recorded correctly – particular focus on SEND/PP/LPA students

Class teacher to ensure they have written down homework like the example below

Subject	Details	Date due
English	Learn the definitions for the 10 language techniques.	Friday 8th Sept

Building Homework into Lessons

Start with Homework Review:

- Use as a retrieval starter or silent activity. Encourage peer or self-marking. Address common misconceptions to close knowledge gaps.
- Make Clear Links: Explain how the homework connects to new learning and why it matters. Use pre-reading or research tasks as a launchpad into new topics.

- Use Homework to Inform Teaching: Adjust teaching based on homework outcomes (reteach, extend, or adapt tasks). Address misconceptions promptly – this may occur immediately, within the same lesson, or in the following lesson as needed.

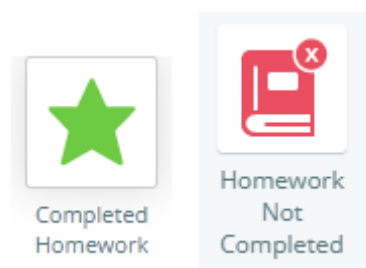
Feedback and Marking

Not all homework needs to be marked by the teacher. Tasks may be:

- Self-marked or peer-marked in class
- Reviewed as part of retrieval practice at the start of the next lesson
- Used diagnostically to identify misconceptions or inform future teaching

Recording and Monitoring Homework

Teachers must record homework on ClassCharts, indicating completion or non-completion.



This should be evident from evidence of the homework completed in their books/ booklet/ sheet or how well they have done on their starter activity.

If homework is not completed, a **centralised correction** will be issued and negative behaviour points applied. When homework is completed, positive behaviour points will be awarded.

Departments should maintain a record of **homework completion and marks (where applicable) on a centralised document or within teacher planners.**

If a student **fails to complete homework twice, the class teacher must contact home.** Parents and carers are expected to support homework completion in line with the Home–School Agreement.

Persistent failure to complete homework will be escalated following the school behaviour policy.

How to support at home

- Use the planner and see when h/w is being set
- Do not leave homework until the evening before it is due.
- Homework can take some time and focuses on retrieval practice and pre-teaching information. Plan time wisely (e.g. 20 minutes a day starting on Monday so it is completed by Wednesday).
- If homework is finished early in the week, encourage your child to ask their teacher to check it.
- Use the homework support club, which runs at lunchtime and after school in the Careers Hub.
- Make sure homework is completed in a quiet space and keep phones in another room. Brains need to focus on one task, not multiple things at once.

Review

This will be reviewed annually to ensure it continues to meet the needs of students and supports effective learning and teaching practices.