



HOMEWORK POLICY

July 2026

Stewards Academy

Part of Passmores Co-operative Learning Community

PCLC Position Statement

All PCLC schools have an approach that is based on the following key principles:

- Our unconditional positive regard ensures that every young person is highly valued and expected to achieve their potential;
- every young person has the right to be successful and has ability to achieve, no matter what their socio-economic background;
- there is no limit to achievement – intelligence can be developed;
- each student must know what to do in order to improve and how to do it, high expectations
- on their own are not enough;
- consistency of experience is fundamental; each school is a team and consistency makes us
- greater than the sum of our parts;
- employment opportunities in PCLC schools should allow all colleagues to inspire a love for learning; not simply process and record what we find.

By ensuring all of actions and decisions adhere to these principles our community members:

- are highly valued and expected to achieve their full potential, no matter what their
- socio-economic background;
- benefit from an inclusive ethos, excellent teaching and a broad and balanced curriculum underpinned by strong leadership, in a local school;
- are supported and encouraged to lead healthy and active lives making sensible choices,
- whilst respecting the views and attitudes of others.

Introduction

This is Stewards 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 and carers 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 and carers can support this is by being aware of homework expectations at Stewards.

Homework - A definition

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

Stewards regards the purpose of homework as being to:

- Provide learners with the opportunity to work on an activity that is relevant to learning outcomes, or that contributes to gaining qualifications/accreditations.
- Develop an effective partnership between the school, parents and carers in pursuing the development of their child in order to meet academic aims of all students.
- Consolidate and reinforce skills and understanding prior to the following lesson.
- Extend learning across the curriculum, for example through additional reading.
- Encourage students to develop the confidence, self-discipline, and independence to cultivate organisational skills.
- Encourage students take ownership of their own learning, thereby instilling a work ethic that is driven by a determination to succeed.

As a school, we encourage students to pursue out-of-school activities. Homework should be used to effectively reinforce and / or extend what is learned in school. We hope that students will feel a sense of personal satisfaction in a task completed well and that their efforts will be recognised and praised both at home and at school. Homework tasks should be undertaken to the best of their ability. We hope that parents and carers will be willing and able to give their active support to ensure that work completed at home is done so conscientiously and in the best possible conditions.

At the beginning of the academic year, each year group will be informed about what is expected of them with regards to homework via their subject teachers. This will also be communicated to parents and carers.

Homework Tasks

Students may be expected to undertake a variety of homework activities. These activities will differ depending on the teacher and subject. Examples include reading tasks, numeracy tests, spelling tests, quizzes, project work, classwork extensions, coursework, essays and research activities. As a rule, teachers will not usually set substantial homework tasks to be completed for the next day, but in some subjects where the homework or previous day's learning is to be revisited and built upon, homework for the next day may be necessary. This is particularly true in French and Spanish.

Some subjects, including maths and science, will set online homework's linked to the curriculum that has been taught with a required threshold for students to reach. The work set will be in line with the current performance of each student for the set they have been placed in based on their personal performance. The work set will be from the curriculum that has either been recently taught, or which has been taught in the past and is being reviewed as part of the delivery of the scheme of learning. Students will be able to access support from their teachers with this homework and will have a week to complete the work from when it is set. There will be a required threshold mark to be reached and if this is not met then students will be required to attend a support session with subject teachers to complete the work to the standard required.

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

- **30-45** minutes per subject each fortnight. Core subjects will set twice a fortnight.
- Bedrock vocabulary builder: one 30-minute lesson per week.
- Reading – at least 4 x 15 minutes per week. Quizzes to be completed in Accelerated Reader.

Year 8

- **30-45** minutes per subject each fortnight. Core subjects will set twice a fortnight.
- Bedrock vocabulary builder: one 30-minute lesson per week.
- Reading – at least 4 x 15 minutes per week. Quizzes to be completed in Accelerated Reader.

Year 9

- **30-45** minutes per subject each fortnight. Core subjects will set twice a fortnight.
- Bedrock vocabulary builder: one 30-minute lesson per week.
- Reading – at least 4 x 15 minutes per week. Quizzes to be completed in Accelerated Reader.

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.

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 seven and a half 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 Stewards. These include **Bedrock** (English), **Accelerated Reader** (English), **Blooket** (Spanish and French), **Duolingo** (Spanish and French), **sAlnatptic** (science), **Tassomai** (science), **BBC Bitesize** (RS), **Mathswatch** (maths), **Seneca** (science, business, computing, technology, Spanish, French, sociology, English and drama). Other platforms and websites not listed here may also be used. Students can also explore their academic interests as prompted by our super-curriculum 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 **ARBOR** (the new MIS system from September 2024) 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. The web address is Stewards Academy Arbor.. Students will all be able to login to see the tasks. Parents and carers will also be able to login once students have been given access so that they can see what tasks are set by staff.

Student feedback

Stewards recognises the importance of providing prompt and actionable feedback. Feedback on homework may include how well homework tasks have been tackled, and the knowledge, skills and understanding developed with advice on how to improve where necessary. A variety of methods will be used to provide feedback, such as whole class verbal feedback, marking in books, appropriate comments of praise, appreciation, or area for improvement, and in some cases re-drafting or editing work. Forms of feedback will be appropriate to the specific subject.

Where to access Stewards' Homework Policy

Stewards will use newsletters to inform parents and carers about the school's homework policy. The homework policy, as well as useful information for parents in supporting their child's learning, is displayed on the school website. Parents' Evenings and Parent's Information Evenings (PIEs) may be used to promote this partnership and obtain feedback. Homework questionnaires will be used where appropriate to ascertain parent views. Parents will be consulted about any significant changes to the policy before changes are made.

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 the **6th July 2026**.

