



Tudor Grange Redditch Homework policy 2025/26

'Character determines success'

Homework has a positive impact on student progress, on average (+ 5 months), particularly with pupils in secondary schools. (EEF)

Tudor Grange Redditch aims to use homework to check, consolidate, and secure learning from the classroom. Homework should not cover new learning (except in cases of pre-reading, where it is appropriate for gap filling) but may extend or contextualise content that has been covered in the previous two weeks of lessons. Work will be set in the same formulaic approach in all subject areas (two weeks in a nutshell) and will be set according to a strict timetable, in order to support student organisation and build independent learning skills. Homework aims to provide students with a perfect aide memoire for all content covered in two weeks, secure their learning, fill gaps for students who may have missed lessons, and to provide an excellent revision tool when fixed in books.

Guidance and expectations for all teachers:

- Set students in all year group biweekly homework according to the timetable and following the 'two weeks' lessons in a nutshell' framework (no more than four boxes per handout so some content may need to be merged).
- The design of the homework is that it can be completed if students missed that lesson; it would provide a gap fill for that content and be in books for students to refer to.
- It must be clear on the worksheet guidance if the work set is in relation to a practical lesson, and homework should be set for practical subjects.
- To check that homework has been completed (strictly from the day it is due) students will be encouraged to photograph and upload (Teams) a copy of their work so that teachers know specifically who they should be checking on in

advance of the lesson (if not submitted). Students can arrive on the day with their homework on paper and stick it in their books.

- Homework should be dated and stuck in books and as the teacher does the register on the due date, the teacher should check if each piece is complete.
- Teachers are encouraged to use the starts to lesson that week (where it is appropriately sequenced to prior learning) to check on homework and implement peer marking or live marking through the lesson to check for accuracy.
- Teachers will use their homework checked stamps to evidence that homework has been seen and reviewed by the teacher. It is vital that students feel their teachers invest in their homework, particularly due to their increased time spent completing it. Ensuring homework is validated, drawn through the sequenced curriculum, and celebrated will increase the motivation of students to keep working on it.
- Students falling into PA often fear returning to school and being unable to catch up. Covering the content through homework means that their return to lessons is easier – all homework sheets must be set, even if students are absent.

The process for no homework:

- Teachers are encouraged to select a lunchtime that in the first instance they could set a detention (this would only need to be one day every two weeks) to encourage students to come back to spend 20 minutes with that teacher and complete all, or part, of their homework. This will be monitored by the teacher and contact home should be made (this can be an email) to let parents know that the homework was missed.
- If the student misses the lunchtime detention, the teacher must log this as missed homework and the student will be picked up for a whole school detention on the same day.
- If three homework opportunities are missed in a row, teachers are encouraged to escalate this by emailing the student's name to their college leader, Miss Hyde will hold a 40 minute after school detention on a Friday after school, these will be held once every half-term and names will be collated by SLT. The expectation is that names will be sent to the college leader for the student and contact home would be made by the teacher setting up the homework.

Work setting:

Year 9 – follow the manual ‘two weeks in a nutshell’ worksheet. Students are issued with a paper copy to store in their Achievement folders and should be brought back in on the due date for submission. This sheet is also uploaded and set on Teams by the teacher – in case students wish to complete this electronically (see appendices for further guidance).

Year 10 – Homework should be set on the worksheet, following the same style of ‘two weeks in a nutshell’ but teachers should set a mix of tasks from GCSE pod and lesson content. The volume, difficulty, and style of tasks can still vary in terms of images, research, note-making, and quizzing, but each box should be filled with content driven directly by a link to GCSE pod.

Year 11 – The approach to year 11 should be a hybrid of both manual task setting to aid revision (as per year 9) and at least one box should be filled with a link to work on GCSE pod (to aid revision) this allows for some personalisation of task setting and further development in the use of GCSE pod.

Guidance and reminders to students and parents:

- All students will be given an Achievement folder for the safe transportation of homework to and from school.
- All students and parents will be issued with a homework timetable appropriate to their child’s year group.
- Training provided to students in the use of Teams for accessing homework and marking tasks as complete (in the first two weeks of term 1) Parents will also be offered an opportunity to receive training on the features of Teams – as a way of monitoring their child’s homework.
- Students will be encouraged to download the app and taught to manage deadlines and submission dates during form time (linking explicitly to the character virtues of being Self-regulated, Motivated and Reliable).
- Students will be celebrated through our rewards system for consistent effort and quality of homework completed.

- The library will continue to be open until 4.30 every day to accommodate students wanting to use this time (and access to computers) to complete homework.