# MEPA ACADEMY

# HOMEWORK POLICY

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| Updated & Adopted: | AUGUST 2026 |
| Review Date: | AUGUST 2027 |

# TABLE OF CONTENTS

*INTRODUCTION* ..... *3*

*Approaches to achieve good outcomes with home learning* ..... *3*

**Making tasks focused and concise** ..... **3**

**Making sure that children can access and complete set home learning** ..... **3**

**Limiting task to 20-30 minutes per subject** ..... **3**

**Checking the homework with the pupils in class after completion** ..... **4**

**Checking the homework with the pupils in class after completion** ..... **4**

**Spacing and interleaving previously taught content** ..... **4**

# INTRODUCTION

According to the research by the EEF (Education Endowment Fund) has a moderately positive impact on average (+5 months).

Good homework policies avoid excessive time requirements – focusing on quality rather than quantity and making sure that there is a clear purpose to any homework set. In the most effective examples homework was an integral part of learning, rather than an add-on. To maximise impact, it is also important that students are provided with high quality feedback on their work.

Current research suggests that the most effective homework tends to be preparation for future learning and completion of specific tasks with clear criteria for success. Research also suggests that it is effective to give students some autonomy with the task, such as giving them choices or license to be creative. Project work tends to be least effective.

It should be noted that completing work overnight, such as learning vocabulary does not encourage good learning habits or support students' long-term knowledge acquisition. Therefore, as a general rule, next day deadlines should be avoided.

Through line management the quality and quantity of the home learning set will be quality assured.

Setting practice and preparation tasks

Homework should focus on either practising previously taught knowledge or preparation for the next lesson. Tasks such as short exam-based practice questions or preparing by learning vocabulary or facts for low-stakes quizzes are effective examples.

In creative arts subjects suggested that practice was a core proponent of successful homework tasks, especially perfecting techniques taught in practical lessons.

# APPROACHES TO ACHIEVE GOOD OUTCOMES WITH HOME LEARNING

## MAKING TASKS FOCUSED AND CONCISE

Pupil responses and various studies suggest that pupils learn more when allowed to practise fewer skills or concepts. Therefore, homework should be set in small chunks in terms of content or focused on particular skills in order to be properly understood by pupils.

## MAKING SURE THAT CHILDREN CAN ACCESS AND COMPLETE SET HOME LEARNING

Pitch tasks to pupils' age and ability as confusion will hinder their learning. A higher chance of success will increase confidence ahead of more challenging work in class.

## LIMITING TASK TO 20-30 MINUTES PER SUBJECT

Ideally, subjects should be limited to either 20 or 30-minute activities. Academics suggest a 'goldilocks' approach to homework as too little is pointless and too much is impractical and is impeded by cognitive load.

### CHECKING THE HOMEWORK WITH THE PUPILS IN CLASS AFTER COMPLETION

This offers a chance to review the key concepts, correct misunderstandings and better embed the work completed to memory. Importantly, any preparation work should involve some form of low-stakes quizzing or evidencing. Regular feedback – whether oral, written or through whole-class feedback – has an impact on homework completion too.

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### SPACING AND INTERLEAVING PREVIOUSLY TAUGHT CONTENT

Homework tasks could revisit previously taught content. If feasible, homework activities can follow a spaced rotation where one short task is set on the current topic and another set on a previous topic.

## PROCEDURE FOR TEACHERS

1. Teachers will issue the homework task in class according to the homework timetable.
2. Teachers will inform parents/carers and remind students through a message on ClassDojo.
3. Teachers will then record the competition of homework through tracking system.
4. A comment as per the Behaviour for Learning Policy will be issued for incomplete homework.