



CITY OF BIRMINGHAM EDUCATION DEPARTMENT

BASKERVILLE SCHOOL

Homework Policy

BASKERVILLE SCHOOL - HOMEWORK POLICY

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VISION STATEMENT

To provide an outstanding, inclusive educational provision that celebrates neurodiversity and prepares students for fulfilled, independent lives.

INTRODUCTION AND RATIONALE

Baskerville School recognises that homework can be a valuable tool for consolidating and extending learning from school, while also providing opportunities for students to generalise their skills into home and community settings. Current educational research shows that homework has a positive impact on average, particularly when it is linked to classroom work and includes quality feedback. However, we acknowledge that homework can be both supportive and challenging for students and families, particularly for those with special educational needs and disabilities (SEND). Schools are not legally required to set homework, and we trust individual professional judgement to decide what homework policies will best serve our students.

It is with this understanding that homework is set thoughtfully, appropriately differentiated, and well within students' capabilities. Homework should consolidate or reinforce learning rather than introduce entirely new concepts, recognising the diverse needs of our student population

KEY PRINCIPLES AND AIMS

Our homework policy is underpinned by the following principles:

Partnership and Communication

- Homework strengthens the important link between home, school and the wider community
- It provides opportunities for meaningful parental involvement in their child's learning journey
- Clear communication ensures families understand the purpose and expectations of homework tasks

Student Development

- For many students, homework encourages responsibility and ownership of their learning
- It develops independent work skills and task completion abilities
- Homework builds perseverance and self-discipline in age-appropriate ways

Recognition and Value

- The school values and acknowledges the effort students put into their homework
- Achievement is recognised through appropriate collection, marking, and feedback systems
- Success is celebrated in ways meaningful to individual students

Inclusivity and Accessibility

- Homework is designed to be accessible to all students, regardless of their starting points or support needs
- Adjustments are made to ensure equity of access and opportunity
- Individual circumstances and capabilities are always considered

ORGANISATION AND EXPECTATIONS

Pathway-Based Approach

Homework expectations are tailored to our established learning pathways:

Formal Pathway (Red and Green)

- Students completing accredited courses in English, mathematics, science, computing, humanities and RE
- Homework directly supports qualification requirements and assessment preparation
- Research shows homework is most effective when it has a clear purpose and links directly to classroom learning
- Typical duration: 10-15 minutes per subject at Key Stage 3, 20-30 minutes at Key Stages 4 and 5

Semi-Formal Pathway (Purple)

- Homework may be set occasionally, focusing on consolidation of topic-based learning
- Tasks emphasise practical skills, communication development, and functional literacy/numeracy
- Duration adjusted to individual capabilities and circumstances

Pre-Formal Pathway (Yellow)

- Tasks designed for completion with parent/carer support
- Focus on enjoyable, shared activities such as reading together, counting games, sorting and matching activities
- Emphasis on positive home-school connection rather than formal academic work

Quality Over Quantity

Evidence indicates that the quality of homework tasks is more important than quantity, with diminishing returns as time spent increases. Our approach prioritises:

- Meaningful tasks with clear learning objectives
- Activities that can be completed independently or with minimal adult support
- Regular, manageable homework rather than infrequent, lengthy assignments
- Homework set approximately twice per week in specific subjects shows highest impact

AUTISM AND SEND CONSIDERATIONS

Understanding Individual Needs

We recognise that students with autism and other SEND may face unique challenges with homework, including:

- Difficulty transitioning between school and home environments
- Sensory processing challenges affecting concentration at home
- Literal interpretation of instructions leading to misunderstandings
- Executive function difficulties with organisation and task initiation
- Family stress and conflict around homework completion

Supportive Strategies

To address these challenges, we implement:

Clear Structure and Routine

- Consistent homework schedule to establish predictable patterns
- Visual timetables and schedules provided for home use
- Clear, explicit instructions attached to all homework tasks
- Step-by-step guidance for complex activities

Environmental Considerations

- Recognition that some students may need quiet, distraction-free spaces
- Flexibility around timing and location of homework completion

- Understanding that some students work better with background noise or movement

Communication and Collaboration

- Regular dialogue with families about what works best for individual students
- Shared strategies between home and school environments
- Parent/carer guidance on supporting without creating dependency

Alternative Approaches

- Digital options where appropriate and motivating
- Practical, hands-on tasks for students who struggle with written work
- Collaborative homework opportunities where beneficial
- Research shows collaborative homework and digital technology can have higher impacts

IMPLEMENTATION AND SUPPORT

Teacher Responsibilities

- Set homework that directly relates to classroom learning
- Provide clear, explicit instructions with success criteria
- Mark homework promptly and provide meaningful feedback
- Communicate with families about homework expectations and any difficulties
- Make reasonable adjustments for students with SEND
- Monitor completion rates and adjust approaches as needed

Learning Support Assistant Roles

- Remind students about homework assignments using appropriate strategies
- Support students in understanding task requirements
- Provide assistance during break times for students who struggle to complete work at home
- Liaise with teachers about individual student needs and progress
- Support the collection and organisation of homework systems

Students Who Struggle to Complete Homework

We recognise that some students may face genuine barriers to homework completion:

- Alternative completion opportunities during tutorial time or break periods
- Modified tasks or reduced expectations where appropriate
- Home visits or additional family support where needed
- Regular review and adjustment of expectations

MONITORING AND EVALUATION

Systematic Review

Homework effectiveness is monitored through:

Home-School Communication

- Regular review of home-school books and communication systems
- Parent/carer feedback through meetings, surveys, and informal discussions
- Student voice activities to gather learner perspectives
- Class tutor and pastoral team monitoring

Academic Impact

- Analysis of homework completion rates across different student groups
- Assessment of the relationship between homework completion and learning progress
- Review of feedback quality and its impact on student achievement
- Subject-specific evaluation of homework effectiveness

Staff Development

- Regular training on effective homework strategies
- Sharing of good practice across departments and pathways
- Professional development on SEND and autism-informed homework approaches
- Collaboration with families to develop expertise

EQUAL OPPORTUNITIES AND INCLUSION

Universal Design Principles

We believe all students have the right to benefit from appropriate homework experiences:

Addressing Barriers

- Recognition that pupils from disadvantaged backgrounds may lack quiet working spaces, suitable devices, or stable internet connexions
- Provision of homework clubs and after-school support where needed
- Lending of resources, technology, or materials as required
- Flexible approaches to accommodate diverse family circumstances

Cultural and Linguistic Diversity

- Homework that celebrates different cultural backgrounds and experiences
- Multilingual resources and support where appropriate
- Recognition that families may have different educational experiences and expectations
- Clear communication in accessible formats and languages

Individual Adjustments

- Personalised homework based on individual learning profiles and needs
- Recognition of different strengths, interests, and motivators
- Flexible timing and format options
- Regular review and adjustment based on effectiveness and student wellbeing

RELATED POLICIES AND GUIDANCE

This policy should be read in conjunction with:

- **SEND Policy**
- **Teaching and Learning Policy**
- **Assessment, Reporting and Recording Policy**
- **Behaviour Support Policy**
- **Digital Learning Policy**
- **Home-School Communication Policy**

Evidence Base:

- Educational research on homework effectiveness and implementation
- National Autistic Society guidance on supporting autistic learners
- DfE position on school autonomy in homework policy decisions
- Education Endowment Foundation research on homework impact

REVIEW AND EVALUATION

This policy will be reviewed annually in consultation with:

- Staff across all departments and pathways
- Students through age-appropriate consultation methods
- Parents and carers through surveys and meetings
- Governing body and senior leadership team
- External partners and specialists where appropriate

The review process will consider:

- Effectiveness in supporting student learning and development
- Impact on family wellbeing and home-school relationships
- Accessibility and inclusion for all student groups
- Alignment with current research and best practice
- Resource implications and sustainability