CHILTERN LEARNING TRUST

LINSLADE SCHOOL

Learning today, leading tomorrow.

CEDARS UPPER SCHOOL

Homework and Independent Study Policy 2025

Originator	Regularity of Review	Date Approved	Date of Next Review
CNA	2 years	Autumn 2 2025	Autumn 2 2027

The EEF toolkit on homework clearly states that "*the evidence shows that the impact of homework, on average, is five months' additional progress.*"

At Linslade Middle School and Cedars Upper School, we believe homework and independent study is important because it:

- Supports students to develop independent and life long study skills through self-discipline, organisation and time-management.
- Reinforces, extends and consolidates learning.
- Embeds knowledge and practises skills learned in class, improving long-term memory retention.
- Promotes independence and an active commitment to learning.
- Develops collaborative relationships between home and school.
- Provides feedback in the evaluation of teaching.
- Supports students to develop their resilience, sense of responsibility, and determination whilst always trying their best.
- Prepares students to achieve their ambitious long term goals, including moving on to the next phases of their educational journey.
- Develops metacognition and self-efficacy.

Home and independent learning tasks can take the form of (the list below is not exhaustive):

- A specific self-contained task, based on previous class work.
- Further examples of tasks undertaken in class and designed to reinforce what has been learned.
- Flipped learning - reading/videos/research etc. in preparation for a future lesson and upcoming learning.
- Reviewing or memorising what has been learned in class.
- Follow-up work to assessment, ensuring that the student learns from errors.
- Research using a variety of sources including ICT.
- Revising and preparing for tests/examinations using the 'Cedars 6' revision methods.
- Reading tasks, including the encouragement of reading for pleasure and wider reading around specific subjects.
- Using a specific website e.g. mymaths or Educake.
- The review of notes or knowledge organisers.
- The enhancement of specific subject knowledge via the 'Cedars Super Curriculum'.

The expectations of the student are to:

- Listen to any homework instructions and make necessary notes.
- Regularly check Google Classroom for homework tasks and deadlines.
- Ensure the work is completed and handed in by the deadline.
- Ask for help at least 24 hours in advance of the deadline if they encounter difficulties.
- Try their best and attempt all the work. This includes ensuring their work is presented to an excellent standard.
- Establish a good study routine.

The responsibility of the teacher is to:

- Plan homework that reinforces, extends and consolidates classwork and/or prepares students for work to come and/or assessments/tests.
- To model homework and independent study tasks as part of setting expectations of the depth and breadth of quality expected, including how to submit.
- Ensure students are adequately prepared for the completion of the work set.
- Set homework as an 'assignment' with clear instructions on Google Classroom with a due date.
- Set deadlines for the assigned work and ensure they are met.

- Provide feedback for the homework where appropriate. Examples might include: verbal, peer, self, whole class and individual written feedback.
- Liaise with the Head of Department and Head of Year if problems arise and/or homework is not done regularly.
- Be mindful of the school calendar and student workload when setting homework and independent study tasks.

The responsibilities of the Head of Department are:

- To ensure that homework and independent study assignments are set regularly via Google Classroom and that they are appropriate, varied and differentiated where necessary .
- To support teachers by providing them with resources where required.
- To include planned homework in Schemes of Work, as suggestions and ideas, that can be created and adapted by classroom teachers.
- To support subject teachers to reward and sanction students as necessary, and to follow up persistent offenders with the Head of Year.
- To monitor and evaluate the impact of homework on learning in their curriculum area.

The responsibilities of the Head of Year are:

- To support form tutors if sanctions against students are necessary.
- To support and manage students who persistently do not complete homework, for example by contacting parents and/or enforcing attendance at homework club and/or hour 6 (Cedars only).
- To liaise with the appropriate Head of Department if a form tutor has concerns over the frequency of homework in a particular subject.

The responsibilities of the department leadership link manager are:

- To use school self-evaluation to review with Heads of Department the quality, impact and frequency of the homework set.

Parents can help their children by:

- Signing up to Guardian Summaries on Google Classroom, and regularly checking the Google Classroom calendar 'To do' list for homework deadlines.
- Setting aside time for their child to complete their home learning in a quiet and distraction free location.
- Ensuring their child has all equipment needed to do assignments.
- Model good learning habits by reading and writing themselves.
- Staying in touch with their child's teacher.

Rewards and sanctions:

- Students should be rewarded with achievement points for high quality work and a good work ethos.
- Exceptional work should result in contact with home and/or a postcard, or use of the school's Golden Ticket.
- If the work is not completed or it is of a poor quality, teachers should support students to complete the work by extending the deadline and/or offering support. If homework is still not completed, parents should be contacted and it should be recorded with a sanction.

Note on Academic Honesty: All submitted work must be the student's own. Plagiarism or inappropriate use of AI tools without citation will be treated as academic misconduct and dealt with under the school's Behaviour Policy.

Table 1: Frequency and type of homework and independent study tasks Linslade Middle School (Homework on a Page)

Intent ● To develop independent learners ● To reinforce work done in school ● To support retrieval of knowledge ● To prepare learners for the future	**Parental Guidance** How to log in to Google Classroom How to submit work on Google Classroom How to contact your teacher on Google Classroom How to access your To Do list on Google Classroom Encourage your child to read and be active every day
Implementation KS2 ● Five to Thrive Reading (Aim for 5 times a week) ● Grammar, punctuation, spelling (up to 30 minutes per week) ● TTRockstars or Times Tables practice (5 minutes per day) ● Arithmetic (up to 30 minutes per week) ● Occasional independent project work in other subjects	**Implementation KS3** ● English/ Reading (up to 15 minutes per day) ● Maths (up to 1 hour fortnightly) Usually online tasks ● Regular independent projects, retrieval, revision, and research tasks in all other subjects, including termly open competitions in creative subjects such as Art
Reading and writing links VIPERS Oak NA Reading platform Accelerated Reader Spelling Shed Giglets.com 	**Maths links** Mymaths Mathswatch TTRockstars
Impact ● Learners will build fluency and automaticity ● Learners will remember more ● Learners will feel more prepared for assessment weeks (KS3) ● Children will learn good habits in time management ● Families will have reduced anxiety over homework tasks	**Wellbeing tips** ● Do some physical activity every day ● Eat well and stay hydrated ● Do little and often ● Reduce screen time, read a book ● Have a relaxing bedtime routine

Table 2: Frequency of Homework and Independent Study Cedars Upper School

Subject	Homework or Independent Study
Key Stage 3 (Year 9)	
• English • Maths • Science	Set once a week for 45 to 60 minutes.
History Geography	Set once a fortnight for 30 to 45 minutes.
French/German/Spanish	Set once a week for 15 to 20 minutes per homework.
Art and Design, Computer Science, Drama, Engineering, Food, and Fashion, Music	Set once a fortnight for 20 to 30 minutes. Set once per project.
Practical	Some practical subjects such as Food may require students to prepare for the lesson in advance, such as creating or finding a recipe, or weighing and measuring ingredients. Other subjects such as PE may not set a homework task.
Key Stage 4 (Year 10 and 11)	
English and Maths	Set once a week for 45 to 60 minutes.
Science (for each of Biology, Chemistry and Physics)	Set fortnightly for 45 to 60 minutes.
Other core subjects	No homework set.
Languages	Set once a week for 20 to 30 minutes each, as well as additional preparation tasks prior to speaking exams.
GCSE option subjects	Set fortnightly for 30 to 45 minutes.
Key Stage 5 (Year 12 and 13)	
All subjects	A minimum of 5 hours of guided independent study (homework) tasks per subject per week + further independent study to

	review/consolidate/research at teachers' and students' discretion. Sixth form students are also encouraged to follow the Cedars Super Curriculum.

Table 3: Type of homework and independent study task by subject Cedars Upper School

The below table is a subject-by-subject guide for each key stage on the type, frequency and format that homework and independent study tasks may take.

Subject	Key stage	Homework
English	3	Homework will be set as per the school policy and is the equivalent of one hour per fortnight (this might be chunked into smaller tasks).Tasks and activities set will aid students in preparing for a future lesson or consolidating and developing prior learning. Tasks set can be: quizzes, reading, comprehension questions and watching a video on a certain skill to support learning.
	4	Homework will be set as per the school policy and is the equivalent of one hour per fortnight (this might be chunked into smaller tasks).Tasks and activities set will aid students in preparing for a future lesson or consolidating and developing prior learning. Tasks set can be: quizzes, reading, comprehension questions, watching a video on a certain skill to support learning, planning an exam style question and also completion of Lit Writes (model exam responses for editing).
	5	Homework will be set as per the school policy and is the equivalent of 2-3 hours per teacher for each side of the course (this might be chunked across the fortnight). Tasks and activities set will aid students in preparing for a future lesson or consolidating and developing prior learning. Tasks set can be: to read material or core texts linked to the course ready for discussion and analysis in the next lesson, planning an exam style question to then respond to in the next lesson and PPP responses based on feedback received in the lesson as well as research and spaced retrieval of key terms/ subject terminology across the course to build and consolidate subject knowledge. For NEA components of the course, time is given to independently research, plan and construct these in line with exam board regulations.

Maths	3	The type of tasks include: consolidation exercises from a homework book, a worksheet or using MyMaths or Dr Frost. Students will receive a variety of feedback. Many of the tasks are designed to be self assessed.
	4	The type of tasks include consolidation exercises from a homework book, a worksheet or using mymaths or Dr Frost. In Year 11, revision exercises and past exam papers will also be used. Students will receive a variety of feedback and are expected to come to lessons with questions they would like further explanation on.
	5	Students are expected to spend 5 hours a week completing and consolidating work covered in lessons. Work is uploaded to Google Classroom where feedback is given. Students are expected to come to lessons with questions on their learning. Students are expected to consolidate their learning outside of lesson time using the course textbook and relevant online videos can be seen on mymaths or Dr Frost to further support learning.

Science	3 & 4	Homework will be set as per the school policy and is the equivalent of one hour per fortnight per Science subject (Biology, Chemistry, or Physics) which might be chunked into smaller tasks.Tasks and activities set will aid students in preparing for a future lesson or consolidating and developing prior learning. Tasks set can include Educake quizzes, completing practice exam questions, reviewing & consolidating work undertaken in lessons and preparing for assessments.
	5	At least 1 hour of independent work is expected for every hour spent in lessons. This is often set by the teacher but can also include guided learning tasks, and can sometimes be self-guided by the students themselves. Tasks will often include: preparation for future lessons (flipped learning tasks), practice exam questions, Seneca Learning tasks, review & consolidation of prior learning, and preparation for assessments.

Computer Science	3	Homework is set once per fortnight during year 9. A variety of activities which will be set, according to the unit being studied for the half term. These will usually be based around completion of practical activities started in class, but may also include self marking quizzes, reading tasks, or certification task completion. Feedback will be written, or verbal depending on the task.
	4	One piece of work will be set every fortnight and it will take up to one hour to complete. The type of task will depend on the unit currently being studied; i.e., practical programming, or theory. Examples of tasks include: revision flash card creation, retrieval quizzes, extended reading/writing practice, coding reinforcement tasks, etc. Students will receive written or verbal feedback depending on the task type. Students are expected to build on their homework learning in lessons by asking questions and making notes as appropriate.
	5	Students will be expected to spend 3-4 hours weekly completing tasks set in response to lesson learning. This may include test and exam preparation. It will include NEA project work at the practical stage of the course. Feedback will be teacher, or peer provided as appropriate to the task.
Criminology	5	Students will be set homework weekly which will take the form of a variety of tasks, including: pre-reading, research, consolidation reading, writing up AC, preparation of notes, case study research, revision for unit tests or recall tests, and critical reflection. The precise homework set will reflect the topic and assessment criteria students are currently following. Students are also expected to complete at least one piece of extended independent study per half term. This will link to the learning of that half term, and should take students at least 2 hours a week to complete. This may include research and preparation of NEA notes.

Dance	4	Students have 3 hours of timetabled lessons, students are set one hour of homework per week. Tasks include: research tasks, practical rehearsals-group & solo, written analysis and evaluation within their creative logs.
Drama	4	Homework is set once per fortnight on Google Classroom. Tasks include: research tasks, practical rehearsals, mock style exam questions and revision for exams

	5	Homework is set once a week on Google Classroom. Tasks include: research tasks, practical rehearsals, preparation for coursework, mock style exam questions and flipped learning tasks. Students are expected to carry out 5 hours per week of independent work. Some of these hours will include performing and supporting the lower school performances.
Engineering, Food and Fashion	3	Homework is set in line with the topic area being studied and involves the completion of an assignment set on their Google-Classrooms. It will involve the write up of practical work completed in lessons or preparatory work for an up-coming lesson.
	4	Homework is set twice per fortnight via Google Classroom and focuses on: theory assignments, exam-style questions, or Non-Exam Assessment (NEA) related tasks. Feedback for theory and exam work includes comments, notes, grades, and peer review. Feedback on NEA-related tasks must adhere to the specific Exam Board regulations for each qualification.
	5	Homework is set 2-3 times each fortnight. Students are expected to consolidate their learning outside of lesson time using the materials on Google Classroom, textbooks and other sources. Students are also set flipped learning as homework, exam questions/ essays, group presentations and revision. Aspects of Non-Examined Assessments (NEA) are also completed as homework tasks and reviewed in compliance with exam-board regulations.
Geography	3	A variety of activities are set including: retrieval and revision/consolidation tasks, self marking quizzes, research tasks, and extended question practice. Feedback includes: teacher, whole class and peer, and is dependent on the nature of the homework task.
	4	Homework is set on a fortnightly basis and is usually linked to the current topic of study. It will include: extended written tasks, consolidation tasks, practice questions and preparation for assessments and mock exams. Feedback will be in various forms, and be dependent on the nature of the task. It will include: self, peer and teacher assessment. Students are expected to undertake independent revision at least once a fortnight using their class notes. This is to help consolidate learning.

	5	Students are expected to consolidate their learning outside of lesson time on a weekly basis using their class notes, the course textbook, relevant online articles/journals, and podcasts. As we move through units and complete more content, exam questions are also set for homework. NEA: Students are also expected to work outside of lesson time and complete work at home for their NEA. It is required that students manage this workload independently and meet deadlines. This will include: research and reading, data collection, data manipulation, presentation and processing, data interpretation and analysis, and conclusions and evaluation. Students should be spending a minimum of 5 hours a week completing Geography homework.
Hair and Beauty	4	Students are assigned homework once a fortnight that will include a consolidation task of the previous lesson and an introductory piece of work to start the next topic. This work is set on Google Classroom so students can use the information to revise and prepare for the Hair and Beauty exam..
	5	Project tasks are assigned and reflect the practical elements of the course. The project tasks act as a revision tool in preparation for the exams.
Health and social care	5	Independent work is set alongside lessons according to the nature of the specific lesson and current topic, and may include: extended article reading, textbook activities, research tasks, past questions, revision for unit tests, short question and answer recall tasks. In addition, students are expected to complete independent study focused on consolidating and recalling key unit knowledge, with a single booklet being completed each half term
History	3	One piece of work is set every fortnight and will differ according to the nature of the topic currently being taught. Homework may include research tasks, practice questions, summary tasks and assessment preparation. We will use homework time to develop and practice revision techniques in preparation for KS4.

	4	At least one piece of work is set every fortnight according to the nature of the current topic of study. Homework may include: extended written work and consolidation tasks, practice questions, summary tasks, assessment preparation, research tasks and flipped learning. Feedback will be in various forms including: self, peer and teacher assessment and some of the tasks are set to deepen knowledge and prepare for class discussion. It is expected that students will independently revise once a fortnight using the resources published on Classroom in Year 11, and using their course notes and summary resources in Year 10.
	5	Homework is set every lesson according to the nature of the specific lesson and course topic, and may include: extended article reading, textbook activities, research tasks, flipped learning, group presentations, assessment preparation and discussion/debate via the Google classroom stream. Students are expected to consolidate their learning weekly outside lesson time, reviewing the content studied and improving past assessment questions. NEA: Students are also expected to work outside of lesson time/to complete work at home for their NEA. They are expected to manage this workload independently and meet deadlines. This will include academic knowledge-based research and reading, source identification and analysis, interpretation research and appropriate academic referencing and appendices. They should spend at least 5 hours per week working on History, using the Supercurriculum where appropriate.
Law	5	Homework will be set weekly and take a variety of forms including: past questions, essays, memory sheets (KO), revision, pre-reading, case research etc. Students are expected to review their learning regularly and ensure that any gaps in department booklets are complete as part of their learning. From Y12 HT2, students will also complete a range of independent study research covering areas of the English Legal System and Criminal law. They will complete this work in a set of department given booklets. Students will complete at least two per half term.

Media	4	Homework is set on Google Classroom, either fortnightly, or in the case of extended coursework projects with longer deadlines broken down into sections. Tasks include: carrying research into media products, completing written sections of coursework on slides, and filming video projects. Students may also complete work (for example using the greenscreen for filming) during lunch and/or after school.
	5	As a significant proportion of the work in the subject is coursework-based, deadlines are set far in advance and students are expected to continue work on this in lessons and outside of lessons as independent study. Interim deadlines are set to help students with managing their workload.Students may also complete work on their coursework using the computers and software in the department during study periods, lunch and/or after school. Towards the end of year 12 and the first half of year 13, the majority of homework becomes exam focused and may include: revision tasks, flipped learning, completion of PLCs and past papers / questions.
MFL (French, German, Spanish)	3	Homework is set at least weekly but sometimes there may be two shorter homeworks in a week. Homework is set on Google Classroom and may consist of: vocab learning or practice on Quizlet, translation, a reading comprehension or a piece of extended writing. At the end of each module, revision of a topic will be set, which may include learning answers for a speaking test.
	4	Homework is set at least once a week on Google Classroom. Students are expected to learn vocab regularly, practise what they have learnt in class to write extended answers to questions or to practise the reading and listening skills they will need for their GCSE exams. They will also be asked to learn answers for a spoken test at regular intervals. Feedback will be varied and may include: self-marking quizzes, peer assessment and teacher assessment.
	5	Homework is set as a follow up to each lesson. This may be language practice in the form of a reading or listening comprehension, writing an essay, consolidation of vocab or preparation for their session with the foreign language assistant. Often it will be research-based, in preparation for a presentation to the class. In Yr 13, students carry out an Independent Research Project, so some of their homework time will be focussed on this. Students should also spend time consolidating what was learnt in lessons. They should expect to spend at least 3/4 hours per week.

Music	3	Homework is set in line with this policy and is used to support in-class learning and progress, e.g. bringing in 'junk percussion' for Stomp performances or practising their parts at home.
	4	GCSE Music students are expected to practise their instrument for at least one hour a week, and this expectation is made clear at the start of the course. Homework is then set to consolidate in-class learning and prepare students with revision methods for Year 11, as well as encouraging independence. In Year 11, students have a significant amount of coursework to hand in. As students are completing coursework, deadlines are set far in advance and students are expected to continue work on this in lessons and outside of lessons as independent study. As we approach exam series Year 11s are set low-stakes quizzes based on past papers. Students are also expected to be involved in at least one extra-curricular musical activity.
	5	A Level music students are expected to practise regularly and have weekly instrumental lessons. They are also expected to use their free periods to complete work on their compositions. In their remaining time allotted to homework, students may complete exam and essay work, or complete 'flipped learning' projects based on film music and set composer analysis. We also expect A Level music students to be role models within the department as sixth form leaders, and either run a lunchtime/after-school club or contribute support in KS4 lessons as subject specialist teaching assistants.
Music Technology / Production	4	Homework is set on Google Classroom, either fortnightly, or in the case of extended coursework projects with longer deadlines broken down into sections. Tasks include: carrying research into different musical styles and techniques, completing written sections of coursework on slides, listening and evaluation tasks. Students may also complete work on their composition projects using the computers and software in the music department during lunch and/or after school.
	5	As all work in the subject is coursework-based, deadlines are set far in advance and students are expected to continue work on this in lessons and outside of lessons as independent study. Interim deadlines are set to help students with managing their workload.Students may also complete work on their coursework using the computers and software in the music department during study periods, lunch and/or after school.

PE/Sport Studies	4	Tasks include: research tasks, revision for exams, flipped Learning, work set from their workbooks/revision guides, practise exam questions. Students are expected to participate in their sports outside of lessons as well.
	5	Homework is set once per fortnight by each class teacher. Tasks include: research tasks, revision for exams, flipped Learning, work set from their workbooks/revision guides, practise exam questions. In addition students are expected to regularly consolidate their notes and learning. They should also be involved in a team for their chosen sports. Many also support running enrichment for students lower down the school.

RSHE and Philosophy and Ethics topic only (Spring Term)	3	Students do not receive homework in RSHE lessons in any Key Stage. In the Spring Term of Year 9 students complete a Philosophy and Ethics topic where homework tasks are set. The homework is set once per fortnight in line with the school policy. There are a variety of activities which will be set, including: learning key terms, quizzes, challenge activities and revision for end of unit assessments. All homework is set as assignments on Google Classrooms.
Philosophy, Ethics and Theology	4	Tasks will include: reading, answering questions, using our shared Google Drive to revise for assessments, application to exam questions.
	5	Students are expected to consolidate their learning outside of lesson time using the materials on Google Classrooms, in house made unit booklets, books for extra reading and the course textbooks/ revision guides. Students will also be set a variety of specific tasks including: flipped learning activities, exam questions/ essays, group presentations and revision. All is set on Google Classroom.
Photography	4	Homework will be set on Google classroom. This could include: photographer research, photoshoots, or consolidation time for coursework. Students are expected to work independently in their personal portfolios; an extended homework task may be set. Feedback will be given in various forms: self, peer, verbal and teacher written feedback.

Psychology	4	The type of tasks includes: Seneca tasks, exam practice, pre-reading (yr 11 only), practise questions, small essays or creation of knowledge organisers etc. Students also have an exam workbook which will be completed throughout the course. Students will receive a variety of feedback.
	5	One consolidation task is set every lesson. This includes: reading through case studies/research; or clarifying key terms. One piece of independent application work is also to be completed per week. This will take up to two hours to plan and complete. This includes guided learning tasks or specific context tasks to practise learnt theory.

Sociology	4	Students will complete an independent task every two weeks. Students are set various tasks throughout the course. These could consist of: practice questions, research, revision for end of unit tests, or active reading.
	5	Independent work is set alongside lessons according to the nature of the specific lesson and current topic, and may include: extended article reading, research tasks, past questions, revision for unit tests, short question and answer recall tasks. In addition, students are expected to complete independent study focused on consolidating and recalling key unit knowledge, with a single booklet being completed each half term.