

## POLICY –

### Education - Homework

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| Policy Author         | Laura Dickie, Head of Policy<br>Tonia Lewis, Education and Quality Improvement Lead |
| Approval Date         | Feb 2026                                                                            |
| Policy Approver       | Jo Dunn, Compliance, Regulation and Quality Director                                |
| Next Review Date      | Feb 2029                                                                            |
| Version No.           | 001                                                                                 |
| Policy Level          | Education                                                                           |
| Staff groups affected | All Education                                                                       |

### Monitoring and Review

This policy will be monitored on an ongoing basis through the service's established governance and quality assurance systems. Responsibility for ensuring that the policy remains compliant with legislation and regulatory frameworks sits with the Proprietor Representative and Regional Lead.

A formal review of this policy will be undertaken no later than three years from the date of approval, or sooner if changes in legislation, regulatory guidance, or operational requirements necessitate it.

The Head of Policy will support this process by identifying relevant changes in legislation, regulation, national standards and emerging best practice. The Head of Policy will also incorporate learning from inspections, audits and practice developments into future revisions whilst overseeing all proposed amendments to the universal content to ensure accuracy, consistency and compliance.



September 2026

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## Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

| Term                             | Definition                                                                                                                                 |
|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>'Establishment' or 'Site'</b> | A generic term referring to the school/college owned by CareTech.                                                                          |
| <b>Learner</b>                   | Any child or young person under the age of 18, or young adult over 18 who receives education.                                              |
| <b>Service Head</b>              | The senior person with overall responsibility for the school/college.                                                                      |
| <b>Tutor/Teacher</b>             | Members of staff who have teaching responsibility for learners at the school/college.                                                      |
| <b>Parent/Carer</b>              | Parent or person with parental responsibility.                                                                                             |
| <b>Regulatory Authority</b>      | The independent regulatory body responsible for inspecting and regulating services (e.g., Ofsted, Estyn, Education Scotland).              |
| <b>Social Worker</b>             | The worker allocated to the individual learner; if none is allocated, the Duty Social Worker or Team Manager is responsible.               |
| <b>Placing Authority</b>         | The local authority/agency responsible for placing the learner or commissioning the service.                                               |
| <b>Local Authority</b>           | The local authority for the establishment's location.                                                                                      |
| <b>Staff</b>                     | All staff working at the location, including employed staff, students on placement, contractors, agency staff, volunteers and proprietors. |

## 1. Local School/College Profile

Cambian Wisbech School is an independent specialist school in England operating across Sessions House and Anglia Way. The school supports learners with social, emotional and mental health needs and associated special educational needs. All learners have an Education Health and Care Plan. Homework is used selectively and proportionately to strengthen learning, prepare learners for future learning and develop independence without creating avoidable stress or disadvantage. Individual need, emotional wellbeing, access to resources and the learner's normal way of working take priority over a fixed volume of homework.

## 2. Purpose

This policy applies to Cambian Wisbech School and sets out our approach to homework. It provides a universal framework and outlines the expectations that apply to:

- Staff
- Senior leaders
- Learners
- Visitors and contractors (where relevant)

This policy enables us to meet statutory duties, regulatory requirements, uphold safeguarding responsibilities, comply with data protection requirements, and maintain high quality provision.

## 3. Scope

This organisational policy applies across all education sites, services and functions. It establishes the universal standards and expectations that must be followed consistently throughout the organisation.

Each site implements these standards in accordance with the statutory and regulatory requirements of the nation in which it operates as set out in **Appendix A**

## 4. Local Adaptation Requirement

Some sections in this policy are marked Adapt Locally. These sections are completed by each site to reflect local operational procedures or national equivalents (e.g., safeguarding framework, inspection remit, curriculum/quality framework, data protection contacts).

All local additions are:

- Accurate

- Up to date
- Consistent with national legislation and regulator guidance
- Fully aligned with the universal standards in this policy

Where no local adaptation or local equivalent is required, the universal content remains fully applicable.

## 5. Legal and Regulatory Context (Universal)

Cambian Wisbech School operates in England and is governed by the statutory duties, safeguarding requirements, Independent School Standards and inspection arrangements applicable to independent schools in England. The universal standards in this policy are implemented through the England framework in Appendix A.

## 6. Principles and Aims

We use homework deliberately and proportionately to:

1. **Strengthen learning** — consolidate newly taught knowledge and skills; prepare for future learning; build independence.
2. **Support inclusion: ensure tasks are accessible, equitable and adapted for special educational needs and disabilities and diverse learning profiles.**
3. **Protect wellbeing** — avoid overload; never use homework as punishment; consider sensory, cognitive and emotional load.
4. **Build relationships: encourage communication between learners, teachers, parents or carers and the multi agency team where relevant.**
5. **Promote independence and life skills** — organise time, plan tasks, use assistive tools, advocate for support, reflect on progress.
6. **Assure quality** — ensure tasks are purposeful, clearly explained, and receive timely feedback that moves learning forward.

## 7. Definitions and Applicability

Homework includes any task set by the education team for completion outside timetabled lessons, including: practice/retrieval tasks, reading, flipped learning, coursework/assignments, online learning, project work, independent study, and reasonable alternatives (e.g., recorded oral responses, visual artefacts, assistive-tech outputs).

This policy applies to learners under and over 18, across all phases and curriculum pathways (including college pathways, internships, work-based learning and therapeutic programs).

## 8. Roles and Responsibilities

### Headteacher

- Sets the strategic approach to homework aligned with curriculum intent and learner wellbeing.

- Ensures sufficiency of resources, staffing, and accessible platforms.
- Oversees monitoring, evaluation and reporting to governance.

### **Education Leaders, including the Deputy Headteacher, Assistant Headteachers, curriculum leaders and special educational needs leadership**

- Translate universal standards into practical school procedures which reflect the needs of learners at Sessions House and Anglia Way.
- Quality-assure consistency, accessibility and equity across subjects.
- Coordinate reasonable adjustments and multi-agency planning.

### **Teachers**

- Set purposeful, accessible tasks with clear instructions, success criteria, time guidance and due dates.
- Provide timely, meaningful feedback and opportunities to improve.
- Coordinate workload across subjects to avoid overload.
- Log patterns of non-completion as a support need, not a behaviour sanction.

### **Staff Team, Education Team and Multi Agency Team**

- Provide targeted homework support (e.g., learning mentors, therapists, residential/key workers).
- Share relevant information to tailor adjustments and safeguard learners.

### **Learners**

- Engage with tasks, seek help early, use provided tools, and reflect on feedback.
- Communicate barriers to learning, preferred formats, pacing and sensory needs.

### **Parents/Carers**

- Encourage routines and communicate barriers; avoid undue pressure or completing work for learners.

### **Governance**

- Receives assurance on impact, equity, and compliance; scrutinises monitoring and improvement actions.

## **9. Trauma-Responsive and Inclusive Practice Standards**

We commit to homework that is safe, predictable, and choice-oriented:

- **Predictability:** consistent routines, clear instructions, exemplars, and visual/recorded explanations.
- **Choice & Control:** offer task choice (e.g., modality, product), chunking, extended time windows.

- **Relational Safety:** recognise triggers; avoid public comparisons; private, compassionate feedback.
- **Do-No-Harm:** no homework as sanction; avoid tasks likely to escalate distress or family conflict.
- **Universal Design for Learning (UDL):** multiple means of engagement, representation, and action/expression.
- **Reasonable Adjustments:** reduced quantity, alternative formats, assistive tech, scaffolded templates, adjusted deadlines.
- **Equity of Access:** do not assume home access to technology, a quiet space, or adult support; provide in-site alternatives.

## 10. Universal Expectations for Homework Design

Every homework task will:

1. **State the purpose** (practice, preparation, extension, applied project).
2. **Be accessible** (language, reading age, sensory load, step-by-step).
3. **Specify time guidance** (e.g., “~20 minutes”) and a **due date** that avoids bunching across subjects.
4. **Provide success criteria** and an example/model where helpful.
5. **Offer format options** (written, oral, visual, practical, digital/assistive).
6. **Signpost support** (study club times, contact for help, accessible resources).
7. **Explain how feedback will be given** (verbal, written, digital, rubric, conferencing).
8. **Respect privacy and safety** (no personal data sharing, secure platforms only).

### Local arrangements at Cambian Wisbech School

- Homework has no fixed minimum frequency. It is set when it has a clear learning purpose and is appropriate to the learner's age, curriculum pathway, Education Health and Care Plan, current engagement and emotional wellbeing. Tasks should be short and manageable unless they form part of examination preparation, coursework or an agreed longer-term project.
- Where a learner needs support to complete independent work, reasonable support can be provided during the school day through class, tutor, key worker or planned study time. No learner should be disadvantaged because of limited access to technology, a quiet space or adult help at home.
- Typical examples include reading, retrieval practice, revision, completion of examination or qualification work, preparation for the next lesson, independent research and practical life skills tasks which connect directly to curriculum intent and preparation for adulthood.

## 11. Procedures: Setting, Supporting, Submitting, Feedback

### 11.1 Setting

- Teachers schedule homework to avoid overload; subject leads coordinate across schemes.
- Tasks appear on the agreed platform with instructions, due date, time estimate, and accessibility options.



- Advance notice for larger pieces (projects/coursework).

### 11.2 Supporting

- In-class pre-teaching/scaffolds; “start-in-class” routines to model expectations.
- Access to resources (word banks, sentence starters, worked examples, graphic organisers).
- Study sessions offered on-site; remote help where appropriate.

### 11.3 Submitting

- Accept multiple formats (typed, handwritten, audio, video, symbol-supported, assistive-tech output).
- Alternative submission methods agreed in advance where needed.

### 11.4 Feedback

- Feedback is **timely, specific, and actionable**; it recognises effort and growth.
- Use rubrics or brief success criteria for consistency.
- Opportunities to resubmit or improve are provided where beneficial.

### 11.5 Non-Completion

- First response is **supportive problem-solving**: check understanding, workload, access, wellbeing.
- Agree adjustments; record as a support need if patterns persist.
- Safeguarding concerns are escalated through the site’s safeguarding procedure. (See Section 13.)

#### Local feedback and escalation arrangements

- Feedback on homework should normally be provided within five school days and sooner where the work is needed for the next stage of learning. Feedback may be verbal, written or digital and should be accessible to the learner.
- Persistent non completion or difficulty is treated first as a barrier to learning rather than a behaviour issue. The teacher will explore understanding, access, workload, wellbeing and reasonable adjustments. Ongoing barriers are escalated to the class or form lead, special educational needs leadership, pastoral staff or senior leaders as appropriate and may be considered through Education Health and Care Plan or multi agency review.
- Teachers maintain appropriate curriculum and assessment records. Where persistent barriers indicate a wider pastoral, special educational needs or safeguarding concern, this is recorded through the relevant school process. Safeguarding concerns are recorded on Behaviour Watch and escalated immediately.

## 12. Personalisation and Reasonable Adjustments

Homework must reflect individual need and entitlement for **SEND** learners and others with identified barriers.

Adjustments may include:

- Shortened or broken-down tasks; extended deadlines; alternative products (oral/visual/practical).
- Use of assistive technology (dictation, screen readers, overlays, symbol-supported software).
- Sensory-smart design (reduced visual clutter, chunking, movement breaks).
- Simplified language and alternative communication modes.
- Co-produced “homework access plan” embedded within learner planning.

### Local inclusion arrangements

- The statutory plan used at Cambian Wisbech School is the Education Health and Care Plan. Individual Learning Plans or equivalent school planning tools may be used to translate outcomes into short term targets and classroom strategies.
- Special educational needs leadership coordinates reasonable adjustments and works with teachers, support staff, parents or carers and external professionals to ensure homework is accessible and proportionate.
- Accessible resources may include adapted text, reading rulers, visual prompts, word banks, sentence starters, worked examples, alternative recording methods, school devices and other assistive technology where identified as part of the learner's normal way of working.
- See the Cambian Wisbech School Special Educational Needs and Disabilities Policy.

## 13. Safeguarding and Online Safety

- Homework content and platforms must be safe, respectful and age-appropriate for under- and over-18s.
- Staff remain alert to safeguarding indicators (e.g., sudden disengagement, concerning content, unexplained changes) and follow the site’s safeguarding procedure without delay.
- Online platforms and digital submissions follow the site’s **acceptable use standards**; learners are supported to report concerns quickly.

### Local safeguarding arrangements

- The Headteacher is the Designated Safeguarding Lead. Trained Deputy Designated Safeguarding Leads provide cover across both sites. Staff must use direct verbal escalation for urgent concerns and follow the school safeguarding procedure.
- Safeguarding concerns arising from homework, online activity or submitted work are recorded on Behaviour Watch and reported without delay to the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead. Outside normal school hours staff follow the school safeguarding policy and emergency safeguarding routes where immediate risk requires this.
- See the Cambian Wisbech School Safeguarding and Child Protection Policy.

## 14. Digital Platforms, Data Protection and Security



- Only **approved platforms** are used; staff do not require learners to use personal accounts or share personal data.
- Personal data in homework is minimised, securely stored, and retained/deleted in line with organisational schedules.
- Images, audio or video submissions follow consent and privacy expectations.

#### **Local digital and data protection arrangements**

- Only school approved digital platforms and accounts may be used for homework. Learners must not be required to use personal staff accounts or share unnecessary personal data. Access problems should be raised with the class teacher and referred to school information technology support where required.
- Data protection is managed through CareTech and Cambian procedures. Staff must use the organisation's approved data protection contact route and published privacy notices when advice is required.
- Homework records and submissions are stored only in approved school systems and retained in line with the organisation's records retention requirements. Sensitive safeguarding information is not stored in ordinary homework records.

### **15. Workload and Wellbeing**

#### **Learners**

- Indicative time ranges by phase/pathway are used to guide planning; quality over quantity.
- Flexibility is normal where there are health, caring responsibilities, transport or work commitments (particularly for college learners and over-18s).

#### **Staff**

- Homework expectations are sustainable and scheduled; marking/feedback is efficient and purposeful.
- No expectation to monitor or communicate outside contracted arrangements unless agreed.

#### **Local workload and proportionality arrangements**

- There is no fixed weekly homework quota. Teachers coordinate tasks so that the overall demand remains reasonable. Examination preparation, coursework and qualification deadlines may require additional independent study but this must be planned and supported in light of individual need and wellbeing.
- Homework should not create unnecessary staff workload. Tasks should have a clear purpose, feedback should be proportionate and staff are not expected to monitor or respond to homework communications outside their contracted working arrangements unless specifically agreed.

### **16. Communication with Parents/Carers and Multi-Agency Coordination**

- Sites communicate the approach to homework at induction and at key transition points.



- Parents/carers receive clear guidance on how to support without completing the work for learners.
- The **multi-agency team** (e.g., therapists, residential teams, social workers where relevant) aligns homework with wider goals and support plans to avoid duplication and overload.

### Local communication and support arrangements

- **Homework expectations and significant tasks are communicated through the learner's usual school and family communication arrangements. Teachers may also discuss homework during review meetings, parent or carer contact and Education Health and Care Plan or Individual Learning Plan reviews where relevant.**
- **Learners or parents and carers can request adjustments through the class teacher or form tutor. Additional support can be considered by special educational needs leadership, pastoral staff or senior leaders where barriers persist.**

## 17. Monitoring, Evaluation and Quality Assurance

Leaders monitor for **impact, equity and consistency**. Typical evidence sources:

- Sample reviews of tasks and feedback across subjects/phases.
- Learner voice (including over-18s) and parent/carers feedback.
- Workload checks (learner and staff).
- Outcomes indicators (e.g., completion, progress in targeted knowledge/skills, reduced anxiety reports).
- Inclusion indicators (take-up of adjustments; differential impact on groups).

Findings inform staff development and curriculum planning. Governance receives a succinct annual summary with improvement actions.

### Local monitoring and quality assurance

- The Headteacher retains overall accountability. Senior leaders and curriculum leaders monitor homework through curriculum quality assurance, work scrutiny, learner voice, assessment evidence and review of individual support. Findings feed into teaching and learning improvement and staff development.
- Leaders should intervene where homework is creating disproportionate workload, anxiety, inequitable access or repeated non completion. The response should focus on removing barriers and adjusting expectations rather than increasing sanctions.

## 18. Concerns, Complaints and Escalation

- Concerns about homework are addressed promptly with the class teacher/tutor or curriculum lead in the first instance.
- Formal complaints follow the site's complaints procedure.

### Local concerns and complaints arrangements



- Concerns should normally be raised first with the class teacher or form tutor and then with the relevant senior leader if unresolved. Formal complaints are managed through the Cambian Wisbech School Complaints Policy.
- Responses follow the timescales set out in the school Complaints Policy. Safeguarding concerns are dealt with immediately through safeguarding procedures and are not delayed by the complaints process.

## 19. Publication and Accessibility

- This policy is published on the site website in an accessible format and available on request in alternative formats/languages.
- A plain-language summary is provided to learners and parents/carers.

## Equality Impact Statement

This policy has been developed to promote equality, safeguard individual's rights, and ensure fair and inclusive practice across all services. The potential impact of the policy on children, young people, young adults, families, and staff with protected characteristics has been considered in line with the Equality Act 2010.

No negative impacts have been identified. Staff must apply this policy with sensitivity to individual need and make reasonable adjustments to ensure equitable access, safety, wellbeing, and participation for every individual. Any emerging risks of differential impact should be reported and addressed through ongoing review and quality assurance.

## Appendices

Appendix A – Legal and Regulatory Framework in England

### Appendix A – England

Legislation, guidance and regulatory frameworks underpinning Homework in England.

#### The Education (Independent School Standards) Regulations 2014

- **Means:** Legal standards all schools must meet (e.g., quality of education, welfare/health/safety, leadership, information). Homework sits within curriculum/assessment quality and learner welfare.
- **Requires:** Show coherent curriculum planning and assessment, reasonable workload and welfare arrangements, and accurate information for parents/proprietors that evidences learning beyond lessons.
- **Our stance:** Homework is planned within curriculum intent, sequenced for retrieval/fluency, and monitored for workload, access and wellbeing.
- **Implementation example:** Scheme of learning includes homework purpose, time guidance, scaffolds, and feedback approach; sampled termly with actions recorded.

**Links:** <https://www.legislation.gov.uk/ukxi/2014/3283>

## Ofsted Education Inspection Framework (EIF)

- **Means:** Ofsted's framework for inspecting schools and FE/skills; evaluates quality of education, behaviour/attitudes, personal development, and leadership.
  - **Requires:** Evidence that independent study/homework strengthens curriculum intent, builds knowledge, and is equitable and well-sequenced; leaders check impact and workload.
  - **Our stance:** We demonstrate how homework enables practice, preparation and extension, with learner voice and QA cycles.
  - **Implementation example:** "Homework impact sweeps" in work scrutiny/lesson visits with EIF-aligned notes and improvement actions.
- Links:** <https://www.gov.uk/government/publications/education-inspection-framework>

## Ofsted Further Education & Skills – Inspection Toolkit

- **Means:** Operating toolkit for inspecting FE and skills providers, including independent specialist colleges; focuses on curriculum, teaching/training, participation and development.
- **Requires:** Providers show that independent learning tasks are purposeful, inclusive, manageable for adults, and supported with feedback and study skills.
- **Our stance:** Homework in colleges emphasises autonomy, employability and next-step readiness, with adjustments for adult learners.
- **Implementation example:** Programme-level map showing independent study hours, scaffolds, and review points; sampled against the toolkit.
- **Links:** <https://www.gov.uk/government/publications/further-education-and-skills-inspection-toolkit-operating-guide-and-information>

## Keeping Children Safe in Education (KCSIE)

- **Means:** Statutory safeguarding guidance for schools and colleges, including online safety expectations relevant to homework platforms and remote work.
- **Requires:** Appropriate filtering/monitoring, staff oversight of online risks, safe data handling, and swift escalation of concerns arising through homework.
- **Our stance:** Only approved platforms are used; staff and learners know how to report concerns linked to take-home/online work.
- **Implementation example:** Annual online-safety check (with DSL) covering homework systems, filters/monitoring, and learner messaging routes.
- **Links:** <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

## DfE Filtering and Monitoring – Core Standard

- **Means:** Government digital/technology core standard setting out roles, annual reviews and expectations for filtering/monitoring in schools and colleges.
- **Requires:** Clear responsibilities, at least annual review, effective controls that protect learners while enabling teaching/learning for homework.

- **Our stance:** Standard is embedded in homework platform approvals and risk assessments.
- **Implementation example:** Central register showing each homework tool's filtering/monitoring assurance and last annual review.
- **Links:** <https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-core-standard>

### SEND Code of Practice: 0–25 years

- **Means:** Statutory guidance for schools and FE on identifying, assessing and supporting SEND; governs reasonable adjustments and co-production.
- **Requires:** Personalised adjustments (format, volume, timing), accessible resources, and learner/parent involvement in planning homework access.
- **Our stance:** Every homework approach offers multiple means of engagement/response; “homework access plans” live inside learner planning.
- **Implementation example:** Course-level homework menu (written/audio/visual/assistive tech) referenced in learner plans and reviewed termly.
- **Links:** <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### Equality Act 2010 (Schools and FE)

- **Means:** National Equality Act duties applying to schools and further education providers, including reasonable adjustments and PSED considerations for policies like homework/independent study.
- **Requires:** Remove substantial disadvantage (e.g., disability), comply with PSED, publish equality information/objectives, and evidence fair, accessible independent study for all learners, including FE students.
- **Our stance:** Equality impact is built into the design, format, timing and support model for all independent-study tasks across schools and FE.
- **Implementation example:** Termly equality-impact review of a sample of independent-study tasks, recording adjustments, accessibility, digital access and take-up.
- **Link:** <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

### UK GDPR & Data Protection Act 2018

- **Means:** UK data protection law governing collection, sharing and security of personal data in homework systems and submissions.
  - **Requires:** Lawful basis, minimisation, security, retention schedules, and DPIAs for homework platforms/workflows involving personal data.
  - **Our stance:** “Data-lite” homework by design; DPIAs and privacy notices cover platforms and take-home media.
  - **Implementation example:** DPIA for the homework platform; privacy notice updated to cover at-home submissions and feedback channels.
- Links:** <https://www.legislation.gov.uk/ukpga/2018/12/contents>