



Myddelton College

Homework Policy

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What is the purpose of homework?

Homework is an essential part of our overall delivery of the curriculum – deliberate and well-planned homework tasks make for more motivated pupils who are more likely to understand the content, develop subject-specific skills and consolidate the core knowledge needed to be successful.

Homework is also intended to encourage pupils to develop independent study skills, organisational habits, effective time management and self-discipline – helping to raise attainment levels and further challenge and extend the in-class content.

All pupils are expected to use homework to consolidate, revisit and reinforce the learning they do in classrooms. At Myddelton College, homework is designed by curriculum teams and teachers to give pupils the opportunity to complete purposeful and meaningful tasks:

- Revisit and retrieve knowledge
- Check and test understanding
- Apply and practice skills
- Reinforce skills by applying them to new contexts
- Deepen knowledge through further research and wider reading

What does the evidence say about the impact of homework?

Educational research indicates a positive correlation between completing regular homework tasks and pupil progress and achievement. According to the Education Endowment Fund, carefully designed homework tasks can accelerate a pupil's progress by up to 5 months across an academic year.

In particular, homework tasks that are linked explicitly to classroom work and the curriculum tend to be more effective and lead to a greater impact on pupils' learning and progress.

What might homework look like?

Homework can take a variety of forms, and these will vary according to which approaches suit individual subjects:

- Recall of key definitions College/vocabulary
- Use of online platforms such as Maths Watch, Seneca Learning, Ed Shed, Smart Revise or Quizlet to consolidate understanding and apply knowledge to different questions.
- Use resources provided by teachers to prepare for a test or assessment.
- Complete pre-reading ahead of discussion in class e.g. read an article, watch a video, make notes, etc.
- Review key knowledge and concepts from a particular topic.
- Practice and apply the skills learned during the lesson.
- Draft and redraft specific pieces of work.
- Complete research tasks to extend and deepen understanding of topics.
- Prepare a presentation to deliver in lessons.

Regardless of the format, homework is most beneficial when it reinforces and extends classwork and consolidates core knowledge and skills. When setting homework, departments will be mindful of these guiding principles and use them to set purposeful tasks that pupils recognise as meaningful and motivational.

When and where will homework be set and how long should it take?

All homework tasks are set via the online Homework Platform (Teams). Pupils will be able to check tasks that have been set on a daily basis. The individual timetables for each key stage are available in this policy.

Following research of similarly high performing schools across the country and in response to feedback, we have developed a homework timetable for each key stage which indicates the day when homework is set for individual subjects, when this is due and approximately how long homework tasks will take to complete.

Homework must always be meaningful with a specific task that we know will actively promote learning and can be effectively carried out at home.

Research tells us that providing pupils and families with this homework timetable will help to embed effective study routines and improve pupils' mental health and wellbeing; pupils will know their homework schedule in advance and can plan their subsequent time accordingly to allow them to also participate in the extensive extra-curricular programme that we offer at Myddelton College.

How do we use homework to support a culture of reading at Myddelton College

Prep pupils are expected to read with parents or independently as part of their homework timetable. At this stage, reading is a crucial element in developing early literacy, fluency, and comprehension skills. To support this, pupils in the Prep School should engage in daily reading activities that nurture confidence, accuracy, and enjoyment of books. Parents are encouraged to read alongside their child, discuss stories, explore vocabulary together, and model positive reading habits. As pupils grow in confidence, they should be given opportunities to read independently, make choices about the books they enjoy, and begin to develop their own reading preferences. Reading in Prep also provides important opportunities for pupils to broaden their imagination, deepen their understanding of the world, and build foundational skills that will support future learning across all subjects.

All pupils in Year 7, 8 and 9 have one 'Reading lesson' per week as part of the curriculum to support reading comprehension skills. These lessons also develop independent study skills, support vocabulary expansion, foster exposure to a wide range of themes and topics, build cultural experiences through reading, and will hopefully support a lifelong appreciation of non-fiction and fiction texts. We also build in software to support reading such as Reading Coach and learning accelerator to enhance the learning experience for pupils. All pupils in Year 7, 8 and 9 are expected to read for at least 20 minutes per day to build effective reading habits as part of their homework routine.

Pupils in Years 10 and 11, as well as those in the Sixth Form, are encouraged to read widely beyond the classroom to deepen and extend their subject knowledge. This includes engaging with academic texts such as research articles, journals, extended essays, textbooks, and reputable online sources. Independent reading at this level helps pupils strengthen their critical thinking, broaden their understanding of key concepts, and make connections between curriculum content and real-world applications. Developing these habits supports success in GCSEs, A Levels, and future academic pathways, while fostering intellectual curiosity and academic independence.

Can pupils complete homework in school?

We recognise that some pupils may find homework more challenging to complete and therefore offer in-school support to help foster effective study habits which is provided through our PSHE lessons giving pupils the skills they need to effectively complete homework task. Also, built into our extra curriculum we do give pupils the opportunity to take part in our study skills with dedicated teacher supervision who are available to provide additional support if needed.

What happens if a pupil fails to complete their homework?

Whilst pupils are fully supported to complete homework, there is also a clear consequence for non-completion. In line with the School Behaviour Policy, if a pupil fails to submit a homework, this is recorded and monitored by the teacher, and the pupil will be asked to complete the work as soon as possible. Failure to submit two homework's in the same subject will result in a behaviour point being issued. Continued or persistent non-completion may lead to a further escalation of sanctions.

How will feedback be given and how do teachers report on homework?

Homework will be acknowledged and sampled by teachers to analyse any common mistakes and misconceptions. This helps to ensure that feedback from homework tasks is used to 'feed-forward' into future lesson planning and teaching.

Some homework tasks may be assessed to monitor individual progress and to provide personalised feedback.

When pupils receive their reports throughout the year, they will receive a Homework grade for each individual subject:

1	Outstanding	All homework tasks are completed on time and to a consistently high standard that is reflective of the pupil producing homework equal to or above their aspirational target (TAG). Homework tasks demonstrate the pupil's ambitious commitment to academic excellence.
2	Good	All homework tasks are completed on time and to the appropriate standard reflective of the pupil producing homework at least equal to teacher expectations.
3	Requires improvement	Some homework tasks are incomplete and/or missing. The quality of homework tasks is inconsistent and reflects work that is below the pupil's expected standard.
4	Cause for concern	Homework is frequently incomplete and/or missing, leading to persistent gaps in knowledge and skills.

If a pupil receives a Grade 3 or lower, parents should already be aware of these concerns through parental emails or conversations with individual teachers.

How can I support my child with their homework?

As pupils move through their education, increasing emphasis is placed upon their ability to be independent and self-disciplined with their study habits. Your role is crucially important in helping to ensure that:

- You show an interest in your child's learning and emphasise the value and importance of regular homework.
- Your child organises their time effectively to manage their homework.
- Your child doesn't spend unnecessary and excess time completing homework tasks that may have a negative impact on their mental health and well-being.
- Where possible, you help to provide your child with a suitable quiet space to complete their homework. Where this is challenging, you support your child to attend the Learning Resource Centre at school.
- Homework tasks are completed by the due date.

If your child needs help, offer assistance and understanding. This can include reminding them to seek out support from their subject teacher or form teacher at an appropriate time before the homework is due.

Many tasks will require pupils to review, revise and revisit their learning, often using 'knowledge quizzes' to check their understanding and retention. It is very helpful to quiz your child on their learning on a regular basis, especially in those subjects that they find more challenging. The simple act of recalling a topic will support their ability to use and apply that knowledge in the future.

Prep Homework Timetable

Prep pupils follow a structured homework timetable designed to build strong learning habits and develop independence at an age-appropriate level. Homework focuses on core skills—daily reading, maths practice, and spelling—with time expectations increasing gradually across Pre Prep, Lower Prep and Upper Prep.

All Prep pupils are expected to read every day, either with an adult or independently, depending on their stage of development. Reading expectations range from 15 minutes per day in Pre Prep, 20 minutes per day in Lower Prep, and 30 minutes per day in Upper Prep. Maths homework is set weekly as an assignment on EdShed to be completed by the following week. Spelling homework is set on EdShed as an assignment which is to be completed the following week.

These short, regular homework tasks help our prep pupils to consolidate key skills, develop confidence, and establish effective routines. Teachers will ensure tasks are manageable, purposeful, and aligned with classroom learning. In the lead-up to assessments or key learning points, pupils may be encouraged to spend slightly longer on revision activities, with clear guidance and resources provided to support them.

Pre Prep, Lower Prep and Upper Prep - KS2 - Homework Timetable			
	Recommended Reading	Maths (Ed Shed)	Spelling (Ed Shed)
Pre Prep	Pre Prep - 15 mins per day		
Lower Prep	Lower Prep - 20 mins per day	Set on Friday due the following Friday	Set on Friday due the following Friday
Upper Prep	Upper Prep - 30 mins per day	Set on Friday due the following Friday	Set on Tuesday due the following Tuesday

Year 7, 8 and 9 Homework Timetable

Pupils in Years 7, 8 and 9 follow a structured, two-week homework timetable designed to support steady progress, develop independent study skills, and reinforce learning across all subjects. Homework is set regularly according to the KS3 Week 1 and Week 2 schedules, ensuring pupils have a balanced workload throughout the fortnight.

Core subjects—English, Maths and Science—set approximately one hour of homework per week. While teachers will aim to distribute this across the week, pupils are also encouraged to space out their work into 10–15 minute daily sessions to help them develop consistent routines and reinforce key concepts.

Other subjects set homework once per week according to the timetable, with tasks taking approximately 30 minutes. Each piece of homework has a clear set day and submission deadline based on the schedule, helping pupils organise their time effectively and plan ahead. Teachers aim to ensure homework remains manageable and aligned with the curriculum, while maintaining the flexibility to adjust workloads when necessary.

In the lead-up to assessments, pupils may be expected to allocate additional time for revision. Departments will provide structured guidance, directing pupils to key resources, revision materials and strategies to support them in preparing effectively for assessments. This approach ensures KS3 pupils develop strong study habits, become increasingly independent learners, and gain the skills they need as they progress towards GCSE-level study.

Year 7, 8 and 9 - KS3 - Week 1 Homework Timetable								
	English	Maths	Science	Computer Science	History	LTTO	Art	Spanish
Time	1 hour per week	1 hour per week	1 hour per week	30 mins	30 mins	30 mins	30 mins	30 mins
Homework Set	Daily	Daily	Daily	Monday	Tuesday	Wednesday	Thursday	Friday
Homework Deadline	The following Lesson	The following Lesson	The following Lesson	Following Monday	Following Tuesday	Following Wednesday	Following Thursday	Following Friday

Year 7, 8 and 9 - KS3 - Week 2 Homework Timetable								
	English	Maths	Science	Geography	RE	Drama	Music	Welsh
Time	1 hour per week	1 hour per week	1 hour per week	30 mins	30 mins	30 mins	30 mins	30 mins
Homework Set	Daily	Daily	Daily	Monday	Tuesday	Wednesday	Thursday	Friday
Homework Deadline	The following Lesson	The following Lesson	The following Lesson	Following Monday	Following Tuesday	Following Wednesday	Following Thursday	Following Friday

Year 10 and Year 11 Homework Timetable

Pupils in Years 10 and 11 follow a structured homework timetable designed to support the increasing demands of GCSE study. Homework plays a crucial role in consolidating classwork, deepening subject understanding, and developing strong independent study habits that prepare pupils for final examinations.

Core subjects—English, Maths and Science—set approximately 1.5 hours of homework per week, usually issued after set lessons. These tasks are expected to be completed and submitted by the following requested lesson, allowing pupils to review content regularly and engage with learning in manageable stages. While teachers will aim to distribute this across the week, pupils are also encouraged to space out their work into manageable daily sessions to help them develop consistent routines and reinforce key concepts. This frequent cycle of practice helps reinforce key knowledge and develop long-term retention.

For GCSE option subjects (Option A, B and C), pupils receive 1 hour of homework per week, set on a designated day according to the homework timetable. This predictable structure allows pupils to organise their time effectively and balance their workload across the week.

As pupils progress through Year 10 and 11, they are encouraged to take increasing ownership of their studies, including allocating additional time for revision, wider reading, and completion of exam style practice. At specific points in the academic year, pupils will also be expected to revise for scheduled assessments, which may result in additional homework tasks being set on top of the standard homework timetable. Departments will provide guidance and resources to support effective independent study, ensuring pupils feel confident and well prepared as they approach GCSE assessments.

KS4 - Homework Timetable						
	English	Maths	Science	OPTION A	OPTION B	OPTION C
Time	1.5 hour per week	1.5 hour per week	1.5 hour per week	1 hour per week	1 hour per week	1 hour per week
Homework Set	After set lessons	After set lesson	After set lesson	Monday	Tuesday	Wednesday
Homework Deadline	Teacher specified lesson	Teacher specified lesson	Teacher specified lesson	Following Monday	Following Tuesday	Following Wednesday

Year 10 Option Blocks		
Option Block A	Option Block B	Option Block C
Business Studies, Media, Physical Education, Spanish.	LTTO, History, Religious Studies, Physical Education, Further Maths and Statistics.	Physical Education, Computer Science, Art, History.

Year 11 Option Blocks		
Option Block A	Option Block B	Option Block C
Business Studies, Art, Geography	Business Studies, History, LTTO	Further Maths and Statistics, Drama, Physical Education, Spanish.

Sixth Form Homework Expectations

The purpose of this section is to outline the expectations for homework and independent study for pupils in Years 12 and 13. Sixth Form study requires a high level of independence, organisation and commitment. Pupils must take increasing responsibility for their learning as they prepare for the academic demands of Level 3 qualifications and future pathways in higher education, training or employment.

Independent Study Requirements

A-level and Level 3 vocational courses are academically intensive. Pupils are required to engage in substantial independent study alongside their taught lessons. As a guideline, pupils should complete at least 3-5 hours per week per subject of independent study.

Independent study time should be used to:

- Consolidate and review class learning
- Complete homework tasks and assignments
- Read widely around subject areas
- Revise and practise examination-style questions
- Act on feedback provided by teachers to improve understanding and performance

Homework Expectations

Subject teachers will set regular homework to support learning and progress. Homework may include written assignments, research tasks, problem-solving activities, wider reading, practical tasks or preparation for assessments. The nature and volume of homework may vary between subjects, but all subjects will expect pupils to work independently beyond lesson time. Teachers may also offer additional workshops, revision sessions or lunchtime/extra curriculum classes, which pupils are expected to attend where beneficial.

Coursework and Non-Examined Assessments (NEA)

Certain subjects include coursework or Non-Examined Assessment (NEA) components. These require pupils to work independently over extended periods, involving research, planning, drafting and refinement of work. Pupils must meet all internal deadlines and demonstrate increasing autonomy in managing their projects.

Use of Non-Contact Time

Sixth Form pupils have designated non-contact periods during the school week. These periods are not free time; they are an essential part of the study programme. Pupils are expected to use non-contact time productively for independent study, homework completion, reading, revision or preparation for assessments.

Failure to use non-contact time appropriately may result in study privileges being reviewed.

Assessment Preparation

At specific points in the academic year—such as mock examinations, internal assessments and final exams—pupils will be required to increase their independent study time. This may include additional revision tasks set alongside their normal homework commitments. Departments will provide guidance, revision materials and structured support to ensure pupils are adequately prepared.

Responsibility and Organisation

Pupils are expected to:

- Manage their time effectively
- Meet all homework and coursework deadlines
- Seek support when needed
- Engage proactively with feedback
- Demonstrate commitment, resilience and independence in their learning
- Failure to meet expectations may trigger academic monitoring or additional support interventions.

Review and Monitoring

Homework completion, progress and independent study habits will be monitored through:

- Regular teacher feedback
- Assessment outcomes
- Reports and review meetings
- Sixth Form pastoral and academic tracking systems
- Parents and carers will be informed of concerns where appropriate.