



Merchant Taylors' Schools, Crosby

Homework Policy and Procedure

Policy Owner	Assistant Head (Academic)
Last reviewed by Date	Assistant Heads Pastoral September 2025
Last approved by Date	Education & Safeguarding Committee February 2026
Frequency of review	Annual
Next policy review by owner	September 2026
Next policy approved by Board of Governors (if applicable)	Education & Safeguarding Committee February 2027
Circulation:	All Staff & Governors Inspection Portal School Website Parent Portal Senior & Sixth Pupils
Related Policies:	Curriculum Policy Teaching and Learning Policy Assessment, Recording and Reporting Policy SEND Policy EAL Policy Accessibility Plan Behaviour Policy

	<p>Anti-Bullying Policy Safeguarding and Child Protection Policy Online Safety Policy Acceptable Use / ICT Policy Data Protection Policy Mobile Phones and Devices Policy Health and Safety Policy Children Missing from School Policy Educational Visits Policy, where homework relates to preparatory or follow-up work from visits</p>
Regulatory Body (if applicable)	<p>Department for Education Independent Schools Inspectorate</p>
Relevant legislation/guidelines	<p>Education (Independent School Standards) Regulations 2014, as amended DfE Independent School Standards Guidance, April 2026 Keeping Children Safe in Education 2025 SEND Code of Practice: 0 to 25 years Equality Act 2010 and DfE Equality Act 2010 advice for schools DfE Teaching Online Safety in Schools DfE Generative Artificial Intelligence in Education DfE Mobile Phones in Schools guidance DfE Health and Safety: Responsibilities and Duties for Schools HSE guidance on sensible health and safety management and work-related stress</p>

Contents

1 Aim: 4
2 Homework Arrangements in Stanfield [Prep School]..... 5
3 Homework Arrangements in MTS [Senior School]..... 7

1 Aim:

The Purpose of Homework

Homework is an important feature of an academic education which evidence demonstrates has a positive impact on learning, especially at secondary level. It allows pupils the room to develop their own ideas as well as acting as a vehicle to consolidate learning which takes place in the classroom. Homework plays an integral role in pupils' preparation for subsequent lessons. Research or other preparatory tasks will support pupils in their learning and the development of understanding.

Homework is thus a vital strand in the school's mission to develop curiosity and independence in our pupils. The school envisages pupils gradually taking on more homework as they progress; this mirrors the intent that pupils should also take on more of the responsibility for their own learning as they become older.

Homework should be purposeful, proportionate and age-appropriate. It should consolidate, extend or prepare pupils for learning, while supporting the School's wider commitment to pupil wellbeing, independence, self-regulation and academic progress.

Homework should not be set simply for the sake of completion. Tasks should be clearly explained, accessible to pupils, appropriately challenging, and capable of being completed within the indicative time allocation unless an individual adjustment has been agreed.

The School recognises that pupils' circumstances, needs and working pace vary. Teachers should therefore consider reasonable adjustments, SEND, EAL, medical needs, wellbeing, access to technology and family circumstances when setting, checking and responding to homework.

1.1 Principles of effective homework

Effective homework at Merchant Taylors' Schools should:

- have a clear learning purpose;
- be explained clearly to pupils;
- be recorded on the relevant school platform;
- be manageable within the stated time allocation;
- be accessible to pupils with SEND, EAL, medical needs or other barriers to learning;
- avoid unnecessary duplication or excessive workload;
- be checked, acknowledged or used meaningfully by the teacher;
- help teachers understand pupils' progress, misconceptions or readiness for future learning;
- promote good study habits, independence and responsibility over time.

Homework may be differentiated by task, outcome, scaffolding, deadline, quantity, platform or method of submission, depending on the needs of the pupil and the purpose of the task.

2 Homework Arrangements in Stanfield [Prep School]

We hold high expectations for the quality and presentation of pupils' work in these tasks, just as we do for classroom-based activities. Pupils are encouraged to engage in regular home learning. The amount of time devoted to homework increases with the pupil's age, and tasks are designed to be varied, structured, and clearly explained to the pupils. Homework assignments may be differentiated to ensure they provide an appropriate level of challenge for each pupil. Pupils should complete their homework in a quiet, well-equipped space. It is expected that all pupils will read at home and share books with their parents.

In Stanfield, homework should remain proportionate to pupils' age and stage of development. For younger pupils, homework should support positive routines, reading, talk, curiosity and confidence, rather than create undue pressure for pupils or families.

Where a pupil has SEND, EAL, a medical need, a disability, an identified wellbeing concern or temporary difficulty, teachers should make reasonable adjustments to homework expectations as appropriate. This may include reducing the volume of work, providing additional scaffolding, modifying the format, adjusting deadlines, allowing alternative methods of recording, or agreeing a temporary pause in homework.

Parents will be informed about homework expectations during a curriculum meeting, and a homework schedule will be made available on iSAMS at the start of each academic year. Homework should be a rewarding and manageable component of teaching and learning for everyone involved. We encourage parents to inform the school if any issues with homework arise. Parents should contact the class teacher in the first instance if homework is regularly taking significantly longer than expected, causing distress, becoming inaccessible, or if a pupil is unable to complete homework because of illness, family circumstances, digital access or other barriers. The class teacher may involve the SENDCo, pastoral lead or senior leader where appropriate.

2.1 Setting, Recording, and Checking of Homework

2.1 Setting, recording and checking of homework

Homework for infants is placed in pupils' homework folders at the end of the day. Junior homework is set on iSAMS. Pupils are supported to develop the habit of checking iSAMS for homework as they move through the Prep School.

Homework should be explained clearly by the teacher, including what pupils are expected to do, how long it should take, when it is due, and how it should be submitted or shared.

Homework will be checked in a way that is proportionate to the task. This may include teacher feedback, class discussion, self-marking, peer review, verbal feedback, use in a subsequent lesson,

online checking or acknowledgement of completion. Not every piece of homework will receive detailed written marking.

Further practice in basic skills, such as reading, spelling, number facts or handwriting, may be set at the discretion of the class teacher where this supports learning and remains manageable.

Homework is not normally set for children to complete when they are taken out of School during term time, and homework is not routinely set during holidays. Reading and other optional enrichment activities may be encouraged.

2.2 Stanfield Homework Allocation

The time allocations below are intended as a guide and should normally be treated as an approximate maximum. Teachers should use professional judgement when setting homework and should consider the overall homework load for pupils.

Year Group	Time Allocation	Curriculum Area
Reception	10 mins, 3 x weekly	Reading Weekend Diary Thinking Thursday
Year 1	10 – 15 mins each night	Reading English Spelling (Spring and Summer Term) Mathematics
Year 2	10 – 15 mins each night 30 mins at the weekend	Reading English Spelling Mathematics
Year 3	30 mins each night	Reading English Spelling Mathematics Other subjects
Year 4	30 mins each night	Reading English Spelling Mathematics Other subjects
Year 5	45 mins each night	Reading English Spelling Mathematics Other subjects

Year 6	45 mins each night	Reading English Spelling Mathematics Other subjects
--------	--------------------	---

Other subjects may include independent research, project work or preparation for future learning..

Homework will not be set on 'Wellbeing Wednesday' when we recommend that pupils use this time to engage in an activity to support wellbeing, e.g. Co-curricular club, an activity with family, etc.

3 Homework Arrangements in MTS [Senior School]

Homework tasks set must be meaningful; they should support pupils' learning in a consolidatory, reinforcing, or preparatory manner. Tasks that might reasonably be set include:

- Completion of questions or problems.
- Preparation of a presentation, debate or oracy piece.
- An extended piece of research.
- Creation of digital media (e.g. screen capture) to demonstrate learning.
- Sections of a coursework task.
- Reading of a set text.
- Note-taking – where explicit guidance on content and noting technique has been given.
- Revision for written assessments/internal examinations.
- Revision of key terms or vocabulary.

Homework tasks should be appropriate to pupils' age, stage, course requirements and learning needs. Teachers should consider the accessibility of the task, including SEND, EAL, technology access, reading load, writing load, processing time and any agreed individual adjustments.

Where homework requires digital access, pupils should be able to complete the task using school-approved systems and in accordance with the School's Online Safety, Acceptable Use, Data Protection and Mobile Devices policies.

Pupils must complete homework honestly and in line with the School's expectations for academic integrity. Generative AI tools must not be used to complete homework unless the teacher has explicitly permitted their use and has explained the acceptable parameters. Where AI use is permitted, pupils should acknowledge this in the manner directed by the teacher.

3.1 Setting, Recording and Checking of Homework

Teachers set homework in line with the Homework Timetables for pupils in Year 7 to Year 11.

All homework tasks will be set by the class teacher on Teams as an assignment. Pupils will thus automatically have a record of all work to be completed. Assignments on Teams will have the due date for work. Pupils must follow the instructions in the assignment to complete the set work and submit either electronically through Teams, or by hand to the teacher (as instructed).

Most homework on the Homework Timetables is set on the same day as a lesson in the respective subject. Sometimes, however, a pupil will have homework on a non-lesson day. Teachers will explain homework tasks in the lesson and set the homework on Teams, using the appropriate start date for the task to reflect the homework timetable. Some homework is set on non-lesson days so ensure a balanced homework timetable, with no more than three homework tasks on any single evening.

Parents can use the Haldor app to see what homework has been set for their child.

Pupils should access Teams, Haldor, Sparx and other school-approved platforms in line with the School's Acceptable Use and Online Safety policies. Any online safety concern arising from homework, including inappropriate content, contact, conduct, bullying, misuse of AI, data concerns or unsafe communication, should be reported in line with the School's safeguarding procedures.

Where a pupil cannot access online homework because of a technical issue, lack of suitable device, connectivity difficulty, accessibility need or other reasonable barrier, the pupil or parent should inform the teacher or Form Tutor as soon as possible. Teachers should provide reasonable support or an alternative method of access or submission where appropriate.

The setting of homework online does not require pupils to use mobile phones during the school day. Pupils should follow the School's Mobile Phones and Devices Policy at all times.

3.2 Homework Duration

All pupils should be supported to develop and maintain regular habits of independent study. The time allocations in this policy are intended as reasonable guidelines and, for Years 7 to 11, should normally be treated as approximate maxima rather than fixed requirements.

Individual tasks may take some pupils more or less time to complete. Where a pupil is consistently spending significantly more or less than the suggested time, parents or pupils should contact the Form Tutor or subject teacher so that the School can review task difficulty, working habits, access arrangements, SEND, wellbeing or other relevant factors.

Pupils are not expected to continue working for excessive periods in order to complete a task. Where the suggested time has been used productively and the work is incomplete, pupils should seek advice from the subject teacher.

3.3 Lower School [Years 7-9]

Pupils in Years 7 to 9 should normally complete between 1 and 1½ hours of academic work at home on school evenings, in line with the homework timetable. Some light reading, revision or catch-up may take place at weekends, but homework expectations should remain manageable and should support pupils' wider wellbeing, co-curricular commitments and family life.

The indicative allocations are:

Year 7: up to 3 × 20-minute homework tasks per evening

Year 8: up to 3 × 25-minute homework tasks per evening

Year 9: up to 3 × 30-minute homework tasks per evening

3.4 Middle School [Years 10-11]

During the GCSE years, pupils should develop regular and disciplined study routines. As a broad guide, pupils may spend around fourteen hours per week on academic study outside lessons, including homework, revision, coursework where applicable, and preparation for assessments.

This may equate to approximately two hours on school evenings and some additional time at the weekend, but the exact pattern will vary depending on the pupil, subject choices, examination cycle and individual needs.

During holidays, pupils may be expected to complete revision, coursework or preparatory work where this is appropriate, particularly in examination years. Teachers should remain mindful that pupils also need rest, recovery and time away from academic work.

3.5 Sixth Form

Sixth Form pupils are expected to undertake substantial independent study in addition to classroom learning. As a broad guide, pupils should aim to complete around eighteen hours per week of academic study outside taught lessons, including work completed during private study periods, evenings and weekends.

This study may include set homework, wider reading, consolidation, examination preparation, coursework, independent research, practical preparation and work linked to the Extended Project Qualification.

Sixth Form pupils are expected to plan their workload responsibly over longer deadlines. Tutors and subject teachers will support pupils in developing effective study habits, and pupils should seek advice if workload becomes unmanageable, if they are regularly exceeding the expected time, or if wellbeing is affected.

Holiday work may be required, particularly in Year 11 and Upper Sixth where mock examinations, public examinations or coursework deadlines make this necessary. Such work should be purposeful, clearly explained and proportionate.

3.6 Homework Subject Allocation

The homework time allocations for each subject in each year group are detailed below; individual tasks may take some pupils less or more time to complete, and durations are provided as a reasonable guideline.

Parents and pupils are encouraged to contact the Form Tutor in the first instance if homework is regularly taking significantly more or less than the allotted time, if the homework timetable is not being followed, if tasks are unclear, or if homework is causing distress, anxiety or excessive pressure.

Where appropriate, the Form Tutor will liaise with subject teachers, Heads of Department, the SENDCo, pastoral staff or senior leaders to review the pupil's homework load, access arrangements, working habits, support needs or wellbeing.

Pupils should not be penalised where a failure to complete homework arises from a known barrier, such as illness, SEND, EAL, bereavement, family difficulty, digital access, technical failure or another reasonable circumstance. In such cases, staff should respond supportively while maintaining appropriate academic expectations.

Year 7 (3 x 20 minutes per evening)	English: 4 x 20 minutes per fortnight Maths: 1 HW per week using Sparx set Wednesday to Wednesday	French, Spanish: 3 x 20 minutes per fortnight Science, Latin, History, Geography, RPE, Computer Science: 2 x 20 minutes per fortnight Music, Art, Design Technology, Drama: 1 x 20 minutes per fortnight
Year 8 (3 x 25 minutes per evening)	English: 3 x 25 minutes per fortnight Maths: 1 HW per week using Sparx set Wednesday to Wednesday	Biology, Chemistry, Physics, Modern Foreign Language 1, Modern Foreign Language 2, Latin, History, Geography, RPE, Computer Science: 2 x 25 minutes per fortnight Music, Art, Design Technology, Drama: 1 x 25 minutes per fortnight
Year 9 (3 x 30 minutes per evening)	English: 5 x 30 minutes per fortnight Maths: 1 HW per week using Sparx set Wednesday to Wednesday	Modern Foreign Language 1: 3 x 30 minutes per fortnight Biology, Chemistry, Physics, History, Geography, option subjects: 2 x 30 minutes per fortnight

<p>Year 10 & 11 (3 x 40 minutes per evening)</p>	<p>English: 5 x 40 minutes per fortnight</p> <p>Maths: Year 10 1 HW per week using Sparx set Wednesday to Wednesday</p> <p>Year 11 will half a past paper per week Wednesday to Wednesday</p>	<p>Option subjects: 4 x 40 minutes per fortnight</p>
<p>Lower Sixth & Upper Sixth</p>	<p>12 hours per subject per fortnight (e.g. 3 hours from each of two teachers per week)</p> <p>Any independent work as required for the Extended Project Qualification</p>	

4. Non-completion of homework

The School expects pupils to complete homework to the best of their ability and to meet published deadlines. Where homework is not completed, staff should first seek to understand the reason. Repeated non-completion may be addressed through normal academic, pastoral or behaviour procedures. This may include a conversation with the pupil, contact with parents, support with organisation, supervised study, academic monitoring or a proportionate sanction where appropriate.

Before applying sanctions for repeated non-completion, staff should consider whether there are underlying barriers, including SEND, EAL, medical needs, mental health, family circumstances, workload, digital access, misunderstanding of the task or other welfare concerns. Where such barriers are identified, reasonable support or adjustments should be considered.

5. Feedback, checking and use of homework

Homework should be checked or used in a way that is appropriate to the task and its learning purpose. Feedback may include written marking, whole-class feedback, verbal feedback, self-assessment, peer review, online platform feedback, automatic marking, teacher acknowledgement, or use of the homework in a subsequent lesson.

Not every homework task requires detailed written feedback. However, pupils should understand how the task supports their learning, and teachers should use homework to inform planning, address misconceptions and support progress where appropriate.

6. Monitoring and review

The implementation of this policy will be monitored through normal academic and pastoral quality assurance processes. This may include review of homework timetables, pupil and parent feedback, departmental review, work scrutiny, platform checks, discussion at pastoral or academic meetings, and review of concerns raised by pupils, parents or staff.

Leaders will consider whether homework is purposeful, proportionate, accessible and manageable, and whether it supports pupil progress and wellbeing.

The Education and Safeguarding Committee will receive appropriate assurance through the normal policy review cycle, including any significant concerns, trends or changes relating to homework expectations, pupil wellbeing, SEND access, digital learning or parent feedback.