

MOULSHAM HIGH SCHOOL



HOMEWORK POLICY

September 2026

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Consultation With Staff Required:	YES NO ✓
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RATIONALE

At Moulsham High School, we believe that the setting of homework contributes significantly to the progress students make.

Homework is sometimes called ‘out of hours learning.’ This is because while it is learning that takes place outside of the taught curriculum, it is not necessarily done at home. Some tasks may need resources that are more accessible at school e.g. books in the library, software on school computers or practical equipment.

AIMS

Homework supports students in:

- Consolidating and extending knowledge and understanding acquired in class.
- Developing the breadth of their wider reading and their active reading skills.
- Revisiting learning that has taken place at an earlier stage of the course and embedding it into their long-term memories.
- Increasing students’ confidence in using suitable revision apps and websites.
 - It is expected that in Maths, English, sciences and MFL at Key Stages 3 and 4, students will make use of online programs for at least some of their designated homework per half-term.
- Preparing for new learning (flipped learning).
- Taking ownership and responsibility for their learning.
- Developing their time management and organisational skills.

EXPECTATIONS

The tables below show how much homework each year group should receive.

Subjects state how much homework should be given over a half term rather than each week. This allows teachers greater flexibility as to when they can set homework and ensures that tasks are appropriate and meaningful. The only exception is KS5 where homework is set weekly.

Students should be given a realistic amount of time to complete homework tasks, e.g. a week is a sensible amount of time for a piece of extended writing to be attempted. It is unlikely that a worthwhile homework task can be done for the next day. The only exceptions to this may be in Maths and modern foreign languages. Homework should clearly be labelled as such in students’ exercise books.

HOMEWORK IN YEARS 7-9 PER HALF TERM

Art	1 task marked in detail.
Citizenship	1 task marked in detail and 1 online task.
Drama	2 tasks, practical or written
Design & Technology	1 task marked in detail.
English	Weekly Online <u>Bedrock Learning</u>: 30 minutes of online Bedrock Learning to support vocabulary acquisition, reading comprehension, and overall language development. Monitored weekly. 3 additional English homework tasks per half term linked to the work done in class, which may include: • Extended reading or analysis tasks • Short writing assignments • Research or creative projects • Spelling, punctuation, and grammar activities
Food Technology	2-3 tasks.
Geography	2 standard homework tasks and 1 assessment.
History	2 homework tasks and 1 assessment.
Computing	3-4 tasks, 2 marked in detail.
Mathematics	5-7 tasks.
Modern Foreign Languages	1 learning and 1 reading task per fortnight.
Music	1 task.
Philosophy, Religion and Ethics	1 task marked in detail and 1 on-line task.
Science Years 7 and 8	4 tasks, 2 marked in detail.
Science Year 9	6 tasks 3 marked in detail.

HOMework IN YEARS 10 AND 11 PER HALF TERM

Art	3-4 tasks, 2 marked in detail.
BTEC Enterprise	Weekly tasks.
Business Studies	2 tasks marked in detail and other weekly tasks.
Child Development – Year 10	4-5 extended tasks throughout the year and weekly comprehension exercises.
Child Development – Year 11	Research and observations for coursework and weekly comprehension exercises.
Citizenship	2 marked in detail.
Design and Technology	Weekly tasks.
Drama	3-4 tasks, practical or written
English Language and Literature	3 structured revision tasks designed to consolidate learning and prepare students for upcoming assessments. Typical tasks may include: • Extended writing or planning activities. • Re-reading set texts and making detailed notes. • Watching revision videos e.g. Massolit. • Targeted exam preparation.
Food Nutrition and Preparation	Weekly tasks.
Film Studies	3 tasks marked in detail.
Geography	3-4 standard tasks marked in detail.
History	Weekly tasks
Computer Science	Weekly tasks.
Mathematics	5-7 tasks, at least 2 marked in detail.
Media Studies	3 tasks marked in detail.
Modern Foreign Languages	2-3 past papers a half term.
Music	3-4 tasks.

Photography	Weekly tasks.
Religious Studies	5 tasks.
P.E. – GCSE	3-4 tasks.
Cambridge National Sports Studies	1 formal assignment per term, marked in detail and smaller weekly tasks.
Science – Combined	Weekly tasks.
Science – Triple	3 tasks per science (physics, chemistry, biology).

HOMEWORK IN YEARS 12 AND 13 PER HALF TERM

Art	Weekly tasks.
Business Studies – A-level	Weekly tasks.
Business Studies – BTEC	Weekly tasks.
Product Design	Weekly tasks.
Drama	3 tasks.
Economics	Weekly tasks.
English Literature	Weekly tasks.
Film Studies	Weekly tasks.
Further Maths	Weekly tasks.
Geography	2 tasks per week.
History	2 tasks per week.
Computer Science	Weekly tasks.
Mathematics	5-7 tasks.
Media Studies	6 tasks.
Modern Foreign Languages	Weekly tasks.
Music	3-4 tasks.
Photography	3-4 tasks.
Psychology	2 tasks per half term, 1 marked in detail.
PE – A level	3-4 tasks per half term marked in detail and smaller, weekly tasks.
PE – BTEC	3 tasks marked in detail and smaller, weekly tasks.
RS	2 weekly tasks.
Sciences	6 tasks per half term, 2 marked in detail.
Sociology	2 weekly tasks.

SANCTIONS

Where homework is not completed without good reason, the subject teacher uses the school's Behaviour Policy to sanction the student.

INCENTIVES

Students who have made an excellent effort with their homework and/or produce homework of a high quality will be recognised using the school's rewards systems, e.g. by being awarded character points, having a postcard sent home, or signing the Headteacher's Book.

RESPONSIBILITIES

THE ROLE OF THE STUDENT

1. To listen to homework instructions in class and ensure that all relevant books and equipment are taken home so that the task can be attempted.
2. To use Satchel One to access details of the homework after the lesson.
3. To meet deadlines for homework.
4. To see the subject teacher in advance of the deadline if they are having difficulty in completing the task.

THE ROLE OF THE SUBJECT TEACHER

1. To set homework of a quality and frequency which are in line with the school's Homework Policy.
2. To post details of each homework task set onto Satchel One.
3. To provide help and support to all students who may have difficulty in completing homework
 - 3.1 Ensuring that SEND students can access homework by using their individual Inclusion Plan strategies.
 - 3.2 Providing PPG students with any additional equipment or time they may need to complete homework to a high standard.
 - 3.3 Providing LAC/PLAC students with any additional resources, equipment or time they may need to complete homework to a high standard.
 - 3.4 Providing any other student with a barrier to learning (e.g. Young Carers/EAL) with the strategies, resources, equipment and time to complete homework to a high standard.
4. To ensure that students receive feedback on homework tasks they have completed in line with the school's 'Assessment, Marking and Target Setting Policy.'
5. To liaise with parents and carers when the non-completion of homework first becomes a cause of concern so that this does not become a more serious issue.
6. To inform their Head of Faculty or Subject Leader if the non-completion of homework becomes a persistent problem.

7. To reward students when they make an excellent effort with producing homework of high quality.

THE ROLE OF THE HEAD OF FACULTY/SUBJECT LEADER

1. To monitor the quality of homework that is set across the subject and to intervene if there are concerns.
2. To use faculty/subject meeting time to share best practice in the type of homework tasks that can be set and further these so that they are developed of even higher quality.
3. To monitor the frequency with which homework is set across the subject and to intervene if there are concerns.
4. To monitor that students are receiving feedback on their homework in line with the school's 'Assessment, Marking and Target Setting Policy' and to intervene if there are concerns.
5. To sanction students who persistently do not complete homework in line with the Student Behaviour Policy.
6. To monitor that students are rewarded when they make an excellent effort with and/or produce homework of high quality.

THE ROLE OF PARENTS/CARERS

1. To use Satchel One to regularly check the details of the homework set.
2. To provide a table, chair and a quiet place to work at home.
3. To ensure that the student meets deadlines.
4. To check the presentation and content of homework before it is handed in.
5. To communicate to the relevant Standards and Progress Leader any information about issues that may affect the completion of homework.

MONITORING

Homework is monitored by:

- The Deputy Headteacher (Curriculum and Teaching).
- SLT faculty line managers carrying out book checks and as part of subject reviews.
- Heads of Faculty, Subject Leaders and Key Stage Coordinators as part of their ongoing book checks and Satchel One site checks.
- Student Voice e.g. as part of Subject Reviews.