



The Burgess Hill Academy

Homework Policy

2026-27

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1. Purpose

Homework is a valuable part of students' learning at The Burgess Hill Academy. It should strengthen, extend or prepare students' learning and help them to develop the independence and study habits needed for future success.

This policy establishes clear and proportionate expectations for:

- the purpose and quality of homework;
- the frequency and duration of tasks;
- how homework is communicated;
- the responsibilities of staff, students and parents or carers;
- support for students who experience barriers;
- feedback, recognition and follow-up; and
- monitoring the consistency and impact of homework.

Homework should be meaningful and connected to the curriculum. It should not be set simply to meet a frequency requirement or create unnecessary workload for students, families or staff.

2. Aims

The academy's approach to homework aims to:

1. consolidate and strengthen learning from lessons;
2. help students remember important knowledge over time;
3. provide opportunities to practise and apply subject-specific knowledge and skills;
4. prepare students for future learning;
5. support reading, vocabulary, writing, numeracy and subject fluency;
6. develop organisation, time management, resilience and independence;
7. prepare students for assessments, examinations and further study;
8. help teachers identify understanding and misconceptions;
9. enable parents and carers to understand and support their child's learning; and
10. maintain a reasonable balance between academic study, wider opportunities, rest and wellbeing.

3. What is homework?

Homework is any planned learning activity that a teacher directs students to complete outside the lesson in which it is set.

Homework may be completed:

- at home;
- during an academy homework or study session;
- in the library or another agreed study space;
- during an appropriate supervised period; or
- through another arrangement agreed with the academy.



Homework may be completed independently or, where appropriate, with support. However, the work submitted should reflect the student's own understanding and effort.

4. The purpose of homework

Homework should strengthen, extend or prepare students' learning.

It may be used to:

- revisit important knowledge;
- practise a process or technique;
- develop fluency;
- complete purposeful reading;
- prepare for future learning;
- develop independent study habits;
- apply knowledge in a different context;
- respond to feedback or improve previous work; or
- prepare for assessments and examinations.

Homework should normally relate directly to the planned curriculum and should have a clear educational purpose.

5. Principles for effective homework

5.1 Purposeful

The reason for the task should be clear. Students should understand what they are expected to learn, practise or produce.

5.2 Connected to the curriculum

Tasks should support current, previous or forthcoming curriculum content. They should not consist of disconnected activities with little relationship to classroom learning.

5.3 Proportionate

Tasks must be designed with reasonable regard to:

- students' age and stage of education;
- the complexity of the task;
- the time reasonably required;
- students' wider homework commitments;
- access to resources and technology;
- SEND and other additional needs;
- family circumstances;
- staff workload; and
- students' wellbeing.



5.4 Clearly explained

Students should receive:

- a clear description of the task;
- any necessary resources;
- the deadline;
- an indication of the expected standard;
- an approximate completion time where useful; and
- information about how to obtain support.

5.5 Accessible

Teachers should anticipate common barriers and make reasonable adjustments where required.

No student should be disadvantaged solely because they do not have access to a particular device, printer, software package, book or other resource at home.

5.6 Appropriately challenging

Homework should provide suitable challenge while remaining achievable. It should not require students to teach themselves substantial new content without appropriate guidance.

6. Types of homework

6.1 Read it

This may include reading a novel, key extract, article or source; completing guided or disciplinary reading; reading in preparation for a lesson; or independent reading for pleasure. Reading helps students to develop vocabulary, comprehension, communication, grammar and writing.

6.2 Spell it

This may include spelling and vocabulary practice, learning subject-specific terminology, exploring the meaning or origin of key words, using vocabulary in context or preparing for a spelling or vocabulary check.

6.3 Retrieve it

This may include quizzes, self-testing, flashcards, knowledge organisers, graphic organisers, learning grids, short-answer questions or retrieval using an academy-approved digital platform.

6.4 Practise it

This may include practising mathematical processes, completing language exercises, rehearsing lines, music, movement or performance work, practising practical or technical skills where safe and appropriate, examination questions, handwriting or spelling practice, or repeated practice to develop accuracy and fluency.



6.5 Apply it

This may include an extended written response, applying knowledge to a new example, solving a problem, completing an analysis, producing a design, responding to a source, completing a research task with suitable guidance or improving work in response to feedback.

6.6 Prepare it

This may include pre-reading, gathering appropriate information, learning vocabulary before a new unit, preparing ideas for a discussion, planning a piece of writing, revising prerequisite knowledge or preparing for an assessment.

7. Homework expectations

7.1 Key Stage 3: Years 7–9

At Key Stage 3, homework should establish consistent habits without creating an unmanageable workload.

The normal expectation is:

Subject area	Indicative frequency and duration
English, mathematics and science	Normally weekly, with tasks generally requiring up to 30 minutes
Languages, history and geography	Normally weekly or at another regular point within the curriculum sequence, with tasks generally requiring up to 30 minutes
Art, design and technology, food, computing or Digital Foundations, drama, music and other rotation subjects	Normally at least once during each substantial unit or rotation, or fortnightly where appropriate, with tasks generally requiring up to 30 minutes
Physical education and personal development	Set where it supports curriculum learning, preparation, reading, reflection or assessment

These are planning expectations rather than a requirement to set identical tasks every week. Subject leaders may approve a different pattern where this better reflects the curriculum, lesson allocation or nature of the subject.

Across all subjects, the overall workload should normally remain manageable and should not routinely exceed approximately five hours in a week for a Key Stage 3 student.

7.2 Key Stage 4: Years 10–11

At Key Stage 4, homework supports the completion of qualifications, consolidation of subject knowledge, assessment preparation and independent study.

- regular homework in each GCSE or other qualification subject;
- approximately one hour per subject each week where appropriate;
- tasks matched to the demands and teaching time of the subject;
- increased independent revision at suitable points before assessments and examinations; and
- clear advance notice where a substantial task will require more time.



During formal examination preparation, Year 11 students will be expected to undertake regular independent study in addition to specific homework tasks. This should be planned carefully and should not rely on an inflexible expectation that every student completes the same number of hours each evening.

7.3 Coordination and workload

Subject leaders and senior leaders will monitor the pattern of homework to reduce:

- several substantial deadlines falling on the same day;
- unnecessary duplication;
- excessive homework during already demanding assessment periods;
- unrealistic completion times;
- repeated tasks with limited educational value; and
- workload that prevents students from participating in enrichment, family life or appropriate rest.

Teachers should avoid setting homework for completion the following morning wherever possible.

8. Setting and communicating homework

Homework will be recorded on Class Charts, or on any replacement system formally adopted by the academy.

The homework entry should normally include:

- the task;
- the date set;
- the deadline;
- the relevant instructions;
- any resources or links;
- where the work should be completed or submitted;
- the approximate time required where this is not obvious; and
- any relevant assessment or success criteria.

Teachers should allow appropriate time within the lesson to explain homework where explanation is required. Students are expected to check Class Charts regularly. Staff should take reasonable steps to ensure that students who experience access difficulties receive the necessary information by another means.

9. Deadlines

Homework deadlines should:

- allow sufficient time for the work to be completed well;
- take account of weekends, holidays and significant academy events;
- be proportionate to the size of the task;
- avoid overnight completion wherever possible;
- provide additional time where a reasonable adjustment is required; and
- comply with examination-board rules where the work relates to a regulated qualification.



Where a task is set over a longer period, teachers should consider whether interim checkpoints would help students manage it successfully.

Homework should not normally be set during an authorised absence solely to replace missed classroom teaching. Work will not be provided for unauthorised absence.

10. Feedback

Students should receive feedback that is timely and proportionate to the purpose of the task.

- automatic or immediate quiz feedback;
- whole-class feedback;
- verbal feedback;
- self-assessment;
- peer assessment;
- model answers;
- discussion of common strengths and misconceptions;
- follow-up teaching;
- a score, mark or grade where appropriate;
- written feedback on selected substantial tasks; or
- an opportunity to correct, redraft or improve the work.

Not every piece of homework requires individual written marking. The method of feedback should be chosen because it helps students improve, not simply to demonstrate that the homework has been checked.

11. Roles and responsibilities

11.1 Headteacher

- ensuring that the academy has a clear and proportionate approach to homework;
- ensuring that expectations support the curriculum and student outcomes;
- ensuring that homework arrangements comply with equality and SEND duties;
- ensuring that concerns about inconsistency or excessive workload are addressed; and
- reporting to the Local Governing Body and Sussex Learning Trust where appropriate.

11.2 Senior leader responsible for teaching and learning

- oversee implementation of this policy;
- establish clear academy expectations;
- monitor the consistency, accessibility and impact of homework;
- consider student, staff and parent feedback;
- support subject leaders to address variation;
- coordinate action where homework workload is excessive or uneven;
- ensure that support arrangements are communicated; and
- report significant concerns to the Headteacher.



11.3 Subject leaders

- agree an appropriate homework model for their subject;
- ensure that homework supports the planned curriculum;
- provide clarity about expected frequency, duration and task type;
- ensure consistency across classes without requiring every task to be identical;
- monitor the quality and completion of homework;
- ensure appropriate feedback is provided;
- consider workload and accessibility;
- support teachers to adapt tasks where necessary;
- provide suitable examples within the subject curriculum file; and
- address patterns of non-completion or poor-quality homework.

11.4 Teachers

- set purposeful homework appropriate to students' age and stage;
- connect homework to the taught curriculum;
- explain tasks and expectations clearly;
- record homework accurately on Class Charts;
- provide reasonable time for completion;
- avoid overnight homework wherever possible;
- provide necessary resources;
- make reasonable adjustments;
- provide an appropriate form of feedback;
- recognise effort, improvement and high-quality work;
- follow up non-completion proportionately;
- communicate repeated concerns to parents or carers; and
- provide additional guidance where a student is struggling.

11.5 Learning Support Assistants

- help students understand instructions;
- support students to organise and begin tasks;
- reinforce agreed strategies;
- encourage independence;
- provide feedback to the teacher about barriers; and
- support reasonable adjustments under the direction of the teacher.

Learning Support Assistants should not complete homework for students or routinely provide a level of assistance that prevents the work from reflecting the student's own understanding.

11.6 Students

- listen carefully when homework is explained;
- check Class Charts regularly;
- record or clarify any additional instructions;
- manage their time appropriately;



- complete homework to the best of their ability;
- meet deadlines;
- submit work in the form requested;
- use resources responsibly;
- ensure that submitted work is their own;
- seek help well before the deadline if they are unsure or experiencing difficulty; and
- respond positively to feedback.

11.7 Parents and carers

- discussing homework with their child;
- helping their child establish a suitable routine;
- checking Class Charts where appropriate;
- encouraging high standards of effort and presentation;
- supporting their child to meet deadlines;
- helping their child to organise materials and time;
- encouraging independence rather than completing the work;
- informing the academy of significant barriers or circumstances affecting completion; and
- contacting the relevant teacher where clarification or support is needed.

Parents and carers are not expected to teach unfamiliar curriculum content or purchase additional resources without prior agreement.

11.8 Local Governing Body

- monitor the implementation of the policy;
- consider whether homework supports the quality of education;
- receive assurance about equality, SEND and workload;
- consider feedback from students and parents or carers where appropriate; and
- hold leaders to account for addressing significant inconsistency.

12. SEND, equality and accessibility

Homework must be planned and implemented in accordance with the Equality Act 2010 and the academy's duties towards students with SEND.

Teachers should consider whether a student may require additional time, reduced quantity without reducing the intended learning, a different format, clarified instructions, vocabulary support, a paper copy, access to suitable technology, an alternative means of recording, scaffolding or models, support to organise the task, access to an appropriate academy study space or another reasonable adjustment.

A student should not be sanctioned where the academy has not made an agreed reasonable adjustment or where there is a known and significant barrier that has not been addressed.



13. Access to resources and support

The academy will seek to provide an appropriate space for students who need support or access to resources to complete homework.

The precise location and availability of this support may change during the academic year and will be communicated to students and parents or carers.

Support may include access to a quiet study space, books or other curriculum resources, an academy device, printed resources, support from the subject teacher, guidance from an appropriate member of staff, revision sessions, subject clinics or support with organisation and planning.

14. Recognition

The academy will recognise students who demonstrate consistent effort, improvement, independence, resilience, high-quality work, regular completion or particularly thoughtful application of learning.

Recognition may include verbal praise, positive communication home, academy reward points, display or sharing of high-quality work, subject recognition, certificates or other rewards within the academy's recognition system.

15. Non-completion and poor-quality homework

The first response to non-completion should be to establish the reason and enable the student to complete the learning.

Teachers should distinguish between a student who did not understand the task, lacked access to a resource, was affected by SEND or another identified need, had exceptional family or personal circumstances, experienced organisational difficulty, or repeatedly refused or failed to meet a reasonable expectation.

Proportionate responses may include clarification, provision of resources, a revised deadline, completion during an appropriate supervised period, additional support, a reminder or warning, communication with parents or carers, discussion with the tutor, subject leader or pastoral team, an academy sanction in accordance with the Behaviour Policy, or a wider review where repeated non-completion is linked to attendance, SEND, wellbeing or another barrier.

A sanction should not replace the expectation that the student completes the learning. Repeated non-completion across several subjects should be coordinated rather than resulting in an unmanageable accumulation of separate sanctions.

16. Academic integrity and artificial intelligence

Homework submitted by a student must represent the student's own work, except where collaboration has been explicitly permitted.

Students must not copy another student's work, submit copied material without acknowledgement, ask another person to complete the work, use translation, calculation or writing tools in a way that removes the



intended learning, or present content generated by artificial intelligence as their own work where this has not been permitted.

Where artificial intelligence or another digital tool is permitted, the teacher should explain its educational purpose, the limits on its use, how sources or assistance should be acknowledged, and which aspects of the work must be completed independently.

17. Monitoring and quality assurance

The academy will monitor homework through appropriate evidence, which may include review of homework set on Class Charts, curriculum and subject reviews, samples of homework tasks, work scrutiny, student voice, parent or carer feedback, staff discussion, completion information, patterns of sanctions or concern, and review of provision for disadvantaged students and students with SEND.

Monitoring will consider whether homework is purposeful, set with reasonable consistency, manageable, accessible, supported by useful feedback, understood by students and backed by suitable support.

The academy will not judge the quality of homework solely by the volume of tasks set or the quantity of written marking.

18. Safeguarding

Homework tasks must be planned with appropriate regard to safeguarding.

Staff must not require students to disclose personal or family information unnecessarily, share precise home locations, contact unknown adults, use unmoderated online spaces, publish personal information publicly, undertake unsafe practical activities, travel to an unsafe or unsuitable location, or access age-inappropriate content.

Any safeguarding concern arising through homework, submitted work or communication must be reported in accordance with the academy's safeguarding procedures.

19. Concerns and complaints

Students or parents and carers should initially raise a concern about homework with the relevant subject teacher. Where the matter is not resolved, it may be referred to the subject leader, the appropriate senior leader and, where necessary, the academy's formal complaints procedure.

Concerns involving SEND, disability, discrimination or safeguarding will be referred promptly to the appropriate leader.

20. Monitoring and review of this policy

The Headteacher will ensure that this policy is implemented and reviewed.



The policy will normally be reviewed annually, or sooner where academy systems change, curriculum arrangements change, statutory guidance changes, monitoring identifies significant inconsistency, student workload becomes a concern or feedback indicates that revision is required.

Appendix 1: Homework task checklist

Question	Check
What is the educational purpose?	The task strengthens, extends or prepares learning.
Is it connected to the curriculum?	The link to current, prior or future learning is clear.
Is the task understood?	Instructions, resources and expected outcomes are clear.
Is the deadline reasonable?	Students have sufficient time and overnight completion is avoided where possible.
Is the workload proportionate?	The task can reasonably be completed within the stated time.
Is it accessible?	SEND, technology, resources and home circumstances have been considered.
How will students receive feedback?	The feedback method matches the purpose of the task.
What support is available?	Students know how and when to seek help.
Is any online activity safe?	The platform, content and activity meet safeguarding expectations.
Is the task necessary?	It adds educational value rather than being set simply to meet a quota.

Appendix 2: Effective independent-study approaches

Students may be taught to use a range of approaches, including:

- active recall;
- spaced practice;
- self-quizzing;
- flashcards;
- past-paper practice;
- worked examples;
- planning and completing extended responses;
- mind maps or graphic organisers where these support understanding;
- teaching or explaining content to another person;
- vocabulary practice;
- reading and annotation;
- correcting misconceptions; and
- reviewing and improving previous work.



Students should be guided towards strategies that require them to retrieve, apply and explain knowledge, rather than relying only on rereading or copying notes.

Document Version Control

Date	Version	Comment	Ratified by	Reviewer
September 2026	v1		TBHA LGB	Headteacher