



Burnside College
Homework Policy
2025

Reviewed by HA/SMO - June 2025
Ratified by Governors -

Homework

Learning at home is an essential part of raising pupil achievement at all key stages. The [EEF](#) estimates the impact of secondary homework to be around 5 months. Evidence also suggests that homework relating to classroom learning is important, *"In the most effective examples, homework is an integral part of learning, rather than an add-on"* (EEF). Homework should be effectively embedded in a subject's curriculum and planned as part of the REMARKable learning framework, to support students to recall and consolidate learning. This approach brings the following benefits:

- Students develop the skills of independent learning skills, organisation and self-discipline
- Students have the opportunity to recall and consolidate the knowledge, understanding and skills gained in lessons, leading to a more secure knowledge schema *"Homework has an impact by enabling pupils to undertake independent learning to practice and consolidate skills"* (EEF).
- For students in non-examination years, completing regular homework prepares them for the demands of their next stage of education
- Teachers have an additional source of evidence from which to assess students' learning
- Parents/carers can play a role in their child's education and can monitor their child's homework submissions on class charts, ensuring homework is completed adequately and on time

Expectations:

Staff **must** use Classcharts to set and record the submission of all compulsory pieces of homework. It is essential that staff also mark if homework has been submitted or not submitted on class charts so ensure accurate analysis of homework data. The setting and marking of homework on Classcharts will be monitored through the whole school work sample. Key Stage 4 and 5 homework must have titles on Classcharts that are easy for students to understand and Key Stage 3 homework should have the term name (Autumn A, Autumn B etc) within it.

It is the ongoing responsibility of the curriculum leader to ensure that their team, including the teachers of split classes, are following policy, and that this is recorded and marked on Classcharts. Progress leaders should use homework data when discussing progress with students and parents to improve submission rates.

Homework should meet the needs of individual students: all students must be able to complete it independently without support from an adult, with stretch and challenge opportunities for the most able. Homework tasks should provide opportunities to recall or recap previous learning with the aim to consolidate knowledge.

Curriculum areas should use appropriate online homework platforms for KS3 and KS4 (**see Appendix 1**) to set homework which will provide opportunities to consolidate and recap subject knowledge and give personalised, automated feedback to students. Staff

must review students' progress by using data from online homework platforms to identify trends and patterns, track individual student progress, identify knowledge gaps, ensure student reflection and monitor engagement and completion. Staff should still offer clarifications, further explanations, and targeted lessons to correct misunderstandings to help address gaps identified by reviewing the data on pupils' progress. It is essential that time is spent in lessons to ensure all students are confident in accessing the online homework and the work set on them.

Frequency of homework:

To emphasise the importance of recall and consolidation of learning, staff must assign homework in accordance with the schedule:

- Key Stage 3: **Weekly** per subject (**Fortnightly** for subjects that only see their class this frequently)
- Key Stage 4: **Weekly** per subject, with any additional revision/research required to support internal examinations as an expectation of the course.
- Key Stage 5: **Weekly** per teacher per subject, with additional revision/research homework before mock examinations. KS5 homework *does not* need to be set via an online platform but must be set on classcharts.

Feedback on homework:

Students should receive feedback through the online program for their homework submissions, promoting a more interactive, responsive, and effective learning experience. Educational research consistently highlights the importance of providing high quality feedback on homework to maximise impact *"Studies that included feedback on homework have higher impacts on learning"* (EEF).

Supporting pupils with homework:

It is best practice to set and explain substantial pieces of homework at the start of a lesson, making the purpose of the homework clear to students. Any online platforms used to set homework must be compatible with both mobile phones and computer devices.

Homework club will be available to students on a weekly basis where any student is able to complete homework in a quiet environment and staff are available to support with any homework queries. Any students who are unable to access the internet at home are able to complete their homework during this time.

Appendix 1:

- Sparx
- Seneca
- Languagehut

Equality Impact Assessment

1. Name of the change, strategy, project or policy:	Homework Policy 2025		
2. Name of person completing this form:	HA		
3. Has the policy/practice been assessed to consider any negative impact on the key groups?			
4. Where negative impact has been identified, please complete questions 5-9, if none is identified, please sign and proceed to question 9.			
<i>Equality Target Group (circle):</i>	<i>Negative impact – it could disadvantage</i>	<i>Reason</i>	
<i>Race</i> <i>Religion/belief</i> <i>Disability</i> <i>Gender</i> <i>Sexual Orientation</i> <i>Age</i>			
5		Yes	No
<i>Is the impact legal/lawful? Seek advice from your School link HR Advisor if necessary.</i>			
<i>Is the impact intended?</i>			
6 Could you minimise or improve any negative impact? Use the space below to detail how.			
7 Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any adverse impact on equality?			
8. In light of all the information detailed in this form; what practical actions would you take to reduce or remove any adverse / negative impact?			

PART B) To be completed when assessment and consultation has been carried out

9a) As a result of the assessment and consultation completed in Part A above, state whether there will need to be any changes made to the policy, project or planned action.			
9b) As a result of this assessment and consultation, does the school need to commission specific research on this issue or carry out monitoring/data collection?			
9) Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change?	Yes	No	

Signed:

Date: