



Homework Policy

Prepared by: Burlington House School

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1. Introduction

Burlington House School is owned and operated by **Cavendish Education**.

In all Burlington House School policies, the words “Burlington House School” refer to both Burlington House Bishops Avenue Campus and Burlington House Sixth Form Campus unless stated otherwise.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school’s aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values: that all children can achieve

While this current policy document may be referred to elsewhere in Burlington House School’s documentation, including particulars of employment, it is non-contractual.

In the school’s policies, unless the specific context requires otherwise, the word “parent” is used in terms of Section 576 of the [Education Act 1996](#), which states that a ‘parent’, in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility updated August 2023](#), considers a ‘parent’ to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person – this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part-time, and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school contracts the services of third-party organisations to ensure regulatory compliance and implement best practices for:

- HR and Employment Law
- Health & Safety Guidance
- DBS Check processing
- Mandatory Safeguarding, Health & Safety, and other relevant training
- Data protection and GDPR guidance
- Specialist insurance cover

Where this policy refers to ‘employees’, the term refers to any individual who is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Burlington House School.

The policy documents of Burlington House School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions, a significant revision, although promulgated in school separately, may have to take effect between the republication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

2. AIMS

Standard 1: The Quality of Education Provided

The Burlington House School Homework Policy aims to set out an approach to home learning that reinforces and consolidates classroom learning. Learners are given accessible, differentiated tasks that they can complete independently without extra support at home.

The policy focuses on steadily embedding strong study routines and encouraging independence as pupils move through key stages, while offering flexible options like the **Burlington Home Study** programme to tailor the workload to each student's needs.

It aims to keep learners motivated and supported through positive reinforcement, constructive feedback, and targeted help, such as study skills mentoring and supervised homework clubs, to ensure every child can achieve.

Homework tasks are designed to be accessible to learners without support and represent a consolidation of learning that has taken place in lessons. Homework, therefore, is not intended in and of itself to be used as a measure of progress.

3. HOMEWORK AT KS2

3.1 Frequency and setting:

In KS2 (years 4,5,6), it is intended that our pupils are set a small amount of home learning at the discretion of the classroom teacher, who will use their knowledge of each learner to inform what is assigned. Tasks will focus on reinforcing progress in literacy and numeracy. Other tasks may be set throughout the year to inspire, motivate and challenge learners in their wider curriculum. As pupils progress through the key stage, homework will become more regular to develop good routines for transition into KS3.

3.2 Instructions and Feedback:

Instructions on what needs to be completed should be added to the relevant **Google Classroom** with a clear due date. Occasionally, Pupil diaries may be used in place of Google Classroom. Feedback should be given to the pupil per the marking and feedback policy for the Prep School.

3.3. Rewards and sanctions at KS2:

Homework that is completed on time and shows good effort should be rewarded using the house-point system and recorded in pupil diaries or on Google Classroom. If homework is not being done or is done poorly, the subject teacher will follow this up constructively in the following ways, as appropriate:

- Agreeing with the pupil on how the homework will be redone and/or setting a new due date
- Communicating with parents via pupil diary, email, and phone
- Consideration as to whether this pupil needs additional support, ie therapeutic input

4. HOMEWORK AT KS3

4.1 Frequency and setting

All learners in KS3 will be set regular homework in English, Maths, and Science to consolidate their learning on the **core curriculum**. This will follow a timetable produced at the beginning of each academic year. Homework is due on the date set in **Google Classroom** or on the homework sheet.

Pupils and parents should expect all details of the homework to be put on Google Classroom. It is expected that pupils spend around 30 minutes completing each homework task, up to 90 minutes per week.

In the lead-up to the Summer Term assessments, KS3 homework is likely to also consist of revision tasks in addition to the core curriculum expectations. This supports learners to develop study routines and manageable increases in workload in preparation for KS4 study.

4.2 Instructions and Feedback

Homework will be explained to pupils in subject lessons and given to them via Google Classroom (as an Assignment, labelled **HOMEWORK**), or via their homework book or folder. Where a homework task is to be completed in a book or worksheet, the assignment should still be entered onto Google Classroom for communication and tracking purposes. Comments can then be uploaded onto Google Classroom for students to receive feedback for their work.

In some instances, teachers may utilise online programmes to set homework. Examples of these can include Sparks Maths, Reading Plus and Wayground. In these cases, homework will still be recorded in Google Classroom.

4.3 The Burlington Home Study programme:

Pupils and parents are invited at the beginning of each term to opt in/out of a programme of further home learning. This programme has been developed in response to pupil and parent feedback and is intended to help pupils and parents select the right level of homework for their child as they progress towards becoming more independent learners. It is built on an understanding that this looks different for every child.

Departments will create ambitious, creative and meaningful courses of extended study. Students will have the opportunity to explore their subjects in a greater level of depth while also building skills in independent and extended study. Home Study will be assigned and collected by that term's departments on the same day each week. *When students and parents opt in to Burlington Home Study, they are making a commitment to work to the best of their ability and to meet deadlines.*

It is expected that pupils will receive 2 hours of tasks per week during a half term. The Burlington Home Study pack can consist of:

- a series of standalone short tasks
- an extended project with certain targets to meet each week.

Each task ends with self-reflection/evaluation as well as extended feedback at the end of each half-term.

4.4 Example programme of study – See below for an example **Home Study** programme across an academic year for KS3 pupils.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	ENG (6 weeks)	HUMS (6 weeks)	SCI (3 weeks) FOOD (3 weeks)	SPANISH (3 weeks) P.A (3 weeks)	MATHS (5 weeks)	DT/ART
8	DT (3 weeks) ART (3 weeks)	SCI (3 weeks) FOOD (3 weeks)	SPANISH (3 weeks) P.A (3 weeks)	MATHS (6 weeks)	HUMS (5 weeks)	ENG
9	HUMS (6 weeks)	MATHS (6 weeks)	DT (3 weeks) ART (3 weeks)	ENG (6 weeks)	SPANISH (3 weeks) P.A (2 weeks)	SCI

4.5 Sanctions and rewards at KS3

Homework that is completed on time and shows good effort should be rewarded using the house-point system. Sustained positive engagement should earn a positive postcard or ‘Good Work Book’ entry. If homework is not being done or is done poorly, the subject teacher will follow this up in the following ways, as appropriate:

- Agreeing with the pupil on how the homework will be redone and/or setting a new due date
- Communicating with parents via pupil diary, email, and phone
- Consideration as to whether this pupil needs additional support, ie therapeutic input
- Pupils constantly struggling to engage or access the Burlington Home Study programme will be asked, in conjunction with parents, to consider moving to different levels of the programme or opting out of the programme.

5. HOMEWORK AT KS4

5.1 Frequency and setting:

KS4 pupils will typically be set 4–6 pieces of homework per week, although tasks related to portfolio work or ongoing assessment may stretch over a longer period. Creative and practical subjects may periodically not set homework based on the nature of the content being delivered in lessons. Each piece of set work should take a pupil approximately 20–40 minutes to complete. Homework will be set in accordance with a weekly rota of subjects (example below).

5.2 Instructions and feedback:

Homework will be explained to pupils in subject lessons and given to them via Google Classroom (as an Assignment, labelled **HOMEWORK**), or via their homework book or folder. Where a homework task is to be completed in a book or worksheet, the assignment should still be entered onto Google Classroom for communication and tracking purposes. Comments can then be uploaded onto Google Classroom for students to receive feedback for their work.

In some instances, teachers may utilise online programmes to set homework. Examples of these can include Sparks Maths, Reading Plus and Wayground. In these cases, homework will still be recorded in Google Classroom.

5.3 Example Homework Schedule – KS4

Monday	Tuesday	Wednesday	Thursday	Friday
BLOCK 1 Photography  Home Cooking(1)  Enterprise  History  3D Design (1) 	BLOCK 3 Geography  Drama  Home Cooking(2)  3D Design(2)  Music 	ENRICHMENT Spanish 	BLOCK 2 Art  HPQ  Citizenship  Film Studies  Computer Science 	MATHS (all groups)  SCIENCE (all groups)  ENGLISH (all groups) 

5.4 Rewards and Sanctions:

Homework that is completed on time and shows good effort should be rewarded using the house-point system. Sustained positive engagement should earn a positive postcard or ‘Good Work Book’ entry.

If homework is not being done or is done poorly, the subject teacher will follow this up in the following ways, as appropriate:

- Agreeing with the pupil on how the homework will be redone and/or setting a new due date
- Communicating with parents via Google Classroom, email, and phone
- Communicating with a pupil's SFL Mentor re. possible intervention
- Consideration as to whether this pupil needs additional support, ie after-school study session
- Issuing a sanction, such as a break detention

6. INDEPENDENT STUDY AT KS5

KS5 students should expect link work/consolidation/ research assignments each week for each subject they study. The length and frequency of this work will vary, given the nature and level of study they are currently engaged in.

To provide ongoing organisational support to learners at all levels, tasks should continue to be set on Google Classroom labelled as ‘**HOMEWORK**’ or similar, with clear instructions and a due date.

A higher level of personal responsibility is expected from learners at KS5; however, for the persistent non-completion of independent study, the classroom teacher may consider the following:

- Agreeing with the individual on how the task will be redone and/or setting a new due date
- Communicating with the form-tutor or parents (where appropriate)
- Communicating with the pupil's academic mentor re. possible intervention
- Consideration as to whether this pupil needs additional support, ie after-school study session

7. HOMEWORK/INDEPENDENT STUDY SUPPORT

In the first instance, the classroom teacher or a pupil's academic mentor is usually best placed to work, in partnership with parents, to assist learners in accessing and successfully engaging with any home learning or independent study tasks.

Across the curriculum, learning skills and study skills are embedded to help pupils develop important lifelong skills. Pupils in KS3/KS4 will find that SFL (tutor-led) lessons often provide opportunities for support, particularly with practical and organisational aspects of homework.

In instances where there are particular difficulties with a pupil completing homework, a supervised in-school homework club may be offered after-school or as part of the enrichment programme. This is most appropriate for KS4/5 learners engaged in frequent, extended or independent study.

Contact Information

For any questions or concerns regarding this policy, please contact:

Adam Ford - Deputy Head (Bishops Avenue Campus), Curriculum & Strategy Lead - via forda@burlingtonhouseschool.com

Monitoring, Approval & Policy Review

This Policy has been reviewed and approved by:

Policy Approver(s)	Burlington House School - Leadership Team Responsible Person(s) Adam Ford - Deputy Head (Bishops Avenue Campus), Curriculum & Strategy Lead
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Revision History

Version	Change	Author	Date of Change
1	- First published on an updated template. - Minor changes to previous wording relating to the naming of school sites.	Burlington House School	September 2026