

# Barford St. Peter's C.E. (V.A.) Primary School

**Together we love; together we learn**



## Homework Policy

Date adopted: October 2025

Review date: October 2026

### **The Purpose of the policy**

The purpose of this policy is to make explicit what is expected of both teachers and pupils regarding weekly homework activities. All members of staff are expected to be familiar with the policy and to apply it consistently. This policy will be monitored annually.

### **The need for a homework policy**

Homework is an essential element of children's primary school education. It enables them to further develop their learning at home by extending what they have learned at school. Furthermore, it enables pupils to reinforce the learning that has taken place at school to ensure that they are secure in their learning of key concepts.

Completing homework enables pupils to make good progress in their learning. It also helps to prepare children to become independent learners and manage their own time effectively in preparation for secondary school and life beyond.

### **When is homework set?**

All year groups should set new homework every Thursday. This should be returned to school by the following Tuesday, allowing children both week days and a weekend to complete the activities which have been set. If homework is not returned by a Tuesday, pupils will be given an additional opportunity to complete the work in school on Tuesday lunchtimes with an adult.

### **What will homework consist of?**

#### **EYFS**

In Reception, children will be set homework as follows:

- Daily phonics revision
- Daily reading to be recorded in the reading record book

#### **Key Stage One**

In year one children will be set homework as follows;

- Daily reading, to be recorded in the reading record book.
- Spellings; no more than 5.
- A reading comprehension activity
- Maths sections A, B and C of an ability appropriate Schofield and Sims Book

In year two:

- Daily reading, to be recorded in the reading record book.
- Spellings; no more than 10
- Reading comprehension
- Maths sections A, B and C of an ability appropriate Schofield and Sims Book

## **Key Stage Two:**

In key stage two, children will be set homework as follows;

- Daily reading, (to be recorded in the reading record book).
- Spellings; children will receive a maximum of 10 spellings per week and will be tested on them in school.
- Maths sections A, B and C of an ability appropriate Schofield and Sims Book
- Reading comprehension
- Children in year 6 will also be given SATs booklets for grammar and punctuation and maths to practice each week during the Spring term. These will replace the weekly literacy and maths homework tasks.
- Times tables practice

### **Additional Homework**

Project based homework related to the class learning theme may be set by the class teacher no more than 3 times per year. It may be set over a longer period, for example over a half term. When completed, there should be a celebration of the projects, for example through presentation to other members of the class or parents.

### **Marking**

Homework should be acknowledged by the class teacher, either through marking, house points, stickers or verbal praise. In KS2, it may be appropriate for children to mark their own homework.

### **Holiday Homework**

Homework will not be set during the final week of each half term. No additional holiday homework should be set. However, children are encouraged to continue reading or sharing books on a regular basis throughout the holidays.

### **Parents and Homework**

Parents are encouraged to guide children with their homework should they need it, however they should encourage the child to work independently to complete the tasks set. If parents have any issues with homework they should raise their concerns with the class teacher initially.

### **Setting homework**

Teachers have a responsibility to ensure that pupils are set homework which is at an appropriately differentiated level. It must be set on a Thursday. Teachers should ensure that, where possible, homework set is in line with work which has been completed at school and is never an entirely new concept to the child.

### **Children with Special Educational Needs**

Setting the right type and amount of homework for children with special educational needs will need careful consideration by the class teacher and co-ordination with both the SENDCO and parents. The homework policy for SEND learners should have equitable opportunities to engage in meaningful homework activities that support their learning and development.

#### **Objectives:**

- To promote the educational progress and academic achievement of our SEND learners through purposeful homework tasks.
- To provide adapted homework tasks and accommodations that cater to the individual needs, abilities, and learning styles of our SEND learners.
- To foster independence, responsibility, and self-regulation skills among our SEND learners through homework activities.
- To establish clear communication channels between teachers, the SENDCO, our families, and support staff to facilitate effective homework support for our SEND learners.

Homework tasks for our SEND children should:

- have a very clear focus and time-guideline
- give plenty of opportunities for pupils to succeed
- be varied - and not purely written assignments
- take into consideration individual needs, stamina and capabilities as well consideration of PLP targets

#### **Monitoring and evaluating this policy**

This policy will be monitored through further consultation of staff and through the planned monitoring reviews. Children's homework books will be monitored by the SLT group, with written and verbal feedback given to individual members of staff.