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Bampton CE Primary School and Nursery

Belonging, Believing, Building



To be the best we can be for ourselves and for others

Title of Policy	Homework Policy
Date Adopted by the Local Governing Body	July 2025
Review Date	July 2027

Rationale

As a school we recognise that learning starts at home, long before children enter school and that home life continues to have a significant impact on children's learning throughout their school years. We value the opportunity that homework provides for Parents and Carers to be involved in understanding and supporting the learning that takes place at school. We understand that for this to be effective, good communication between school and home is essential.

To support effective communication between home and school we hold regular information events for Parents and Carers and provide documentation on the school website which is helpful in understanding the school approach to teaching and learning (i.e. Phonics, Calculations Policy, questions to support reading at home)

We believe it is the process of completing homework that is important and it is this that offers opportunities for parents and children to share learning together.

Our Policy takes into consideration the key findings from research undertaken by the Educational Endowment Foundation (last reviewed August 2021). Which indicates engagement in effective homework activities in primary school can impact children positively by 3 months.

Homework in primary schools

+3

x

Common homework activities in primary schools tend to be reading or practising spelling and number facts, but may also include more extended activities to develop inquiry skills or more directed and focused work such as revision for tests.

Setting homework in primary schools has a lower impact on average and has been studied far less than setting homework in secondary schools. Many of the same principles are likely to apply in a primary setting, such as carefully linking homework to classwork and considering the optimal amount of homework – which is likely to be less with younger pupils.

Aims

Our aim in providing homework is to:

- Provide opportunities for children to consolidate learning through activities set as homework.
- Provide a framework within which children can practice key skills to support them in reaching age appropriate expectations as set out in the national curriculum (i.e. spellings, phonics, times tables, recall of number facts)
- Encourage and support children in developing a positive attitude to reading so they are reading a variety of texts for pleasure.
- Provide a means of communication with parents and carers about their child's learning.
- Prepare year 6 pupils for the transition into secondary school

Responsibilities

Governors

The governing body are responsible for establishing, agreeing and regularly reviewing this policy.

Headteacher

The headteacher is responsible for ensuring the policy is implemented consistently across the school and monitoring the impact of the homework policy.

Staff

All staff are responsible for ensuring they follow this policy. Therefore, homework must be set within the guidance laid out and to meet the aims of this policy. Homework needs to be planned and differentiated appropriately to allow maximum engagement and to support learning that meets children's needs. Homework expectations and requirements must be communicated clearly to all children and parents at the start of the academic year during the Meet the Teaching Team event.

The purpose of homework tasks must be made clear to children and link to class-based learning. Older children should be encouraged and supported to become more independent in undertaking their homework tasks. Staff must allow a reasonable amount of time for homework to be completed, allowing for children's other interests and the demands of family life. Non-participation in homework must be followed up with parents and carers to explore any barriers to the engagement in set tasks and seek ways to overcome these barriers.

Parents and Carers

Parents and carers are expected to support their child in completing the homework given, as set out in our home-school agreement. Parents and carers are also expected to communicate with the class teacher if there is a problem with homework. Parents and carers should support their child in returning completed homework within the specified timescale.

Children

Children are expected to complete their homework on time and older children should become more independent in this. They are expected to hand their homework in at the required time, following established classroom routines.

Guidelines

Homework in Foundation Stage

Daily reading at home is one of the most important ways to support your child in applying the skills they are learning in school. Therefore, regular reading at home is the key requirement at this age with weekly maths activities sent home to support the learning happening at school. Additional guidance and activities to support learning phonics, key words, and early maths skills, will be provided to allow parents and carers to further support their child's learning at home. Engagement with these tasks is hugely valuable and can impact on children's progress during the year.

Homework in Y1-Y6

Children will be given a plain A4 exercise book which they can decorate and make their own. They are responsible for this homework book. If the book is filled, we will issue a second one. As you may appreciate we cannot afford to supply replacements for children who lose their book.

All class teachers will allocate days for homework to be set and to be handed in and children, Parents and Carers will be made aware of which day homework is set and when it is due to be returned.

Homework will consist of:

- Weekly focused literacy task
- Weekly focused maths task
- Weekly reading expectations, at least 5 times a week (to an adult until a child becomes accurate and fluent)
- Additional or optional activities may also be sent home at relevant times of the year to link with specific learning in school.

Regular reading remains a key expectation for all children regardless of age and ability and there is no time expectation for this. Children will have a reading journal to record what they are reading. The aim of the Reading Journal is for children and teachers to have a record of what is being read and to capture how they feel about their reading. It is also a way that parents can comment on their child's reading habit, patterns and successes.

Children in Reception and those in Key Stage One (Year 1 & 2) who are part of the Read, Write, Inc programme should be reading and changing their books in line with their group programme.

As a general rule homework will not be set over the school holidays with the exception of the Easter holidays in Year 6 where teachers will offer some learning activities to support revision for SATs. We would also expect all children continue to read at least several times a week.

Feedback

Homework books may not be formally marked by teachers but feedback on homework tasks may be given in different ways, such as outcomes of a test or quiz, verbal feedback on the application of skills or knowledge set in homework tasks (i.e. application of practised punctuation in a dictation) or feedback through class-based learning linked to homework activities (i.e. application of the times tables practised that week).

Monitoring the impact of this policy

If you have any concerns over your child's homework please talk this through with the class teacher initially. If the concerns are not addressed, please contact the school office to make an appointment with the headteacher to discuss the situation further.

The senior leadership team will monitor the engagement in homework and the effectiveness of the homework on supporting pupil's progress.