



Homework Policy

2024-25

Approved by Name:

Position:

Signed: Date: September 2024

Review date: September 2025

Introduction

This Homework Policy has been developed to ensure a consistent whole school approach to homework which reinforces skills and understanding and builds upon learning in the classroom. We value the support of parents and carers; believing that the success of this policy will be based on the strong partnership between home and school.

We recognise that all pupils require leisure time and that many parents arrange a wide range of extra-curricular activities both after school and at the weekends to enhance their children's learning and life experiences. Our policy aims to extend and consolidate the learning which is planned in school while still allowing children to enjoy their recreation time.

We see the purpose of homework as:

- Consolidating and building upon learning in the classroom;
- Involving parents in the education of their children;
- Fostering a partnership between school and home.

We aim to:

- Ensure that parents are clear about the expectations for their child;
- Ensure a consistent approach throughout the school;
- Use homework as a tool to support our continued efforts in raising standards of attainment;
- Practise or consolidate basic skills and knowledge, especially in Mathematics and English;
- Encourage our pupils to develop the responsibility, confidence and self-discipline needed to study independently in the future.

Schedule of Homework:

Year Groups	English Based Activity	Maths Based Activity
EYFS <i>Sent on Fridays to be returned the following Thursday</i>	Phonics book, Story to share book, letter formation sheet	
Year 1 & 2 <i>Sent on Fridays to be returned the following Thursday</i>	Phonics book, Story to share book, letter formation sheet	
Year 3 & 4 <i>Sent on Wednesdays to be returned the following Tuesday</i>	CUSP Home Learning spellings, Accelerated Reader Reading book, Reading records signed 5 times per week	TT Rockstars Multiplication sheets, 15 minutes minimum per week on TT Rockstars
Year 5 & 6 <i>Sent on Wednesdays to be returned the following Tuesday</i>	CUSP Home Learning spellings, Accelerated Reader Reading book, Reading records signed 5 times per week	TT Rockstars Multiplication sheets, 15 minutes minimum per week on TT Rockstars

Please note there may be additional activities set linked to extended school day interventions for some children or tasks linked to children's learning in class.

Role of pupils

To achieve success with homework pupils will need to:

- Generally, carry out homework activities in consultation with or supervised by adults;
- Ensure that their homework is taken home on the designated day;
- Take a growing responsibility for the return of homework as they move through the school;
- Take good care of the school resources returning them to school in good condition.

Role of parents

- Provide time and an appropriate space for homework tasks;
- Be actively involved in the learning tasks provided;

- Be generous with praise and encouragement during homework tasks;
- Ensure that pupils return/complete homework tasks on time.

Role of the class teacher

- Provide any relevant explanation of homework tasks to pupils, or to parents in the case of our younger pupils, providing guidance on how parents should assist their child;
- Follow the agreed homework schedule;
- Ensure that homework takes account of equal opportunities;
- Ensure homework is purposeful and links directly to the taught curriculum;
- Reward and praise pupils who regularly complete homework tasks to the appropriate standard;
- Mark homework and/or provide feedback to pupils.

Absence from School

If a pupil is absent from school for an extended period, the class teacher will agree with the parent what homework will be provided, how this is to be returned to the school and how feedback will be given.

The school does not provide homework if parents take holidays in term time.

Equal Opportunities

The governors and staff of Broughton Moor Primary School are committed to providing a full range of opportunities for all pupils, regardless of gender, disability, and ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.