



## Homework Policy

### Reviewed September 2026

Homework is classed as any work, or activity, completed outside lesson time, either alone, with parents/carers or with others (peers, siblings etc). Homework makes an important and valuable contribution to pupils' progress at school. Homework will focus on preparing pupils for new learning, consolidating or extending learning, or furthering pupils' interest in a subject.

#### **What are the aims of this policy?**

- To ensure a consistent approach to homework across the school.
- To ensure that teachers, parents/carers- and children have a clear understanding regarding expectations for homework.
- To ensure that teachers, parents/carers and children are fully aware of the important role they each play with regards to homework.

#### **What is the purpose of homework?**

- To prepare pupils for an aspect of learning, or to consolidate and extend skills and understanding, particularly in English and maths.
- To provide opportunities for parents/carers and children to work together.
- To allow parents/carers to gain an insight into what children are learning in school.
- To allow children to progress towards becoming independent learners.
- To allow children to engage more deeply in the topic they are learning at school.
- To prepare children for the expectations of secondary school (Upper Key Stage 2).

#### **What is the role of the school?**

- To provide parents/carers with a clear policy regarding homework.
- To make the school's expectations regarding homework clear and explicit.

- To ensure that this policy is fully and consistently implemented.
- To provide support for parents/carers, where necessary.

### **What is the role of the teacher?**

- To plan and set homework in line with the school's homework policy.
- To clearly communicate homework requirements to both children and parents/carers.
- To provide feedback on homework - this may be written or verbal.
- To inform parents/carers if there is a problem regarding homework.
- To provide support for parents/carers, where necessary.

### **What is the role of the parent?**

- To ensure that their child's homework is completed and to a high standard.
- To help and encourage their child to complete homework.
- To support their child to hand homework in on time.
- To provide the appropriate working conditions for their child to complete homework.
- To provide the appropriate resources for their child to complete homework.
- To inform the school if there are any issues with homework.

### **What is the role of the child?**

- To have a positive attitude towards homework.
- To take increasing responsibility for ensuring that they have everything they need to complete their homework (age-appropriate).
- To ensure that they understand the homework expectations.
- To ask a teacher or teaching assistant if they do not understand.
- To ask their teacher or teaching assistant **in advance of the deadline** if they do not have their homework (for example, if they have been away from school or have lost it).
- To take pride in their homework, putting in the same level of effort as they would in class.
- To hand their homework in on time.
- To reflect on any feedback about homework.

## Whole school overview of homework

| <u>Subject</u>  | <u>Frequency</u>                                                                                                                                                                            | <u>Additional Notes</u>                                                                                                                                                                                                           |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading         | All children to read <b>a minimum of five times a week</b> and to record this in their Reading Record or on Pageticker.<br><b>Time spent: 15-20 minutes, 5 x per week.</b>                  | Parents of EYFS, Y1, Y2 and Y3 children record their child's reads in a paper reading record: one page per week.<br><br>Parents of Y4, Y5 and Y6 children to record their reads on the Pageticker app.                            |
| Spelling        | All children complete weekly spelling homework.<br><b>Time spent: Approximately 5-10 minutes daily, until embedded.</b>                                                                     | Class teachers to select appropriate resources that focus on either: <ul style="list-style-type: none"> <li>• Spelling patterns.</li> <li>• Statutory word list.</li> <li>• High frequency and common exception words.</li> </ul> |
| Maths           | All children complete weekly maths homework.<br><b>Time spent: Approximately 30 mins per week.</b>                                                                                          | Class teachers to select appropriate resources that focus on either: <ul style="list-style-type: none"> <li>• Pre-teaching concepts.</li> <li>• Consolidation.</li> <li>• Extension.</li> </ul>                                   |
| School holidays | Home reading continues during the holidays.<br>Optional activities and challenges are often included during school holidays, for example <i>Extreme Reading</i> , posters and competitions. |                                                                                                                                                                                                                                   |

## What might homework look like in each phase?

### In Early Year Foundation Stage (EYFS)

#### Reading:

In EYFS, there is an **expectation** that all children should read **a minimum of 5 times a week** at home with an adult. Every child will have a **reading record**, which parents/carers are expected to comment in each time they read with the child. This will be monitored in school. Initially, children will bring home books without words, these allow you and your child to look at and discuss the pictures - in turn developing their vocabulary. Once the child is ready (at appropriate stage of development), two books will be sent home each week.

One of these books will be phonetically decodable (this will be indicated with a \* when written in the journal). The other book will be non-decodable and is a reading for pleasure book. The phonetically decodable book (\*) must be read 3x before this will be changed (first read for decoding, second read for fluency, third read for comprehension and understanding).

Regular support with phonics development is a crucial part of home learning in Reception, we send home sound resources to support this. The children will receive a sound folder, which will include words they have learnt, along with common exception words.

Workshops are also carried out throughout the academic year to support parents/carers with helping their child with their phonics.

#### Spelling:

We encourage parents/carers to support their children with learning common exception words (harder to read and spell words). These are words where the usual spelling rules do not apply, such as *the, was, were, no, my*. This will in turn help to improve their reading fluency.

#### Maths:

Maths should become a part of everyday life at home, and we expect parents/carers to regularly promote counting, numeral and shape recognition, calculation and measure through games, songs, activities and discussion. It is essential that children are given many opportunities to count a range of objects. This could be done during your everyday routine, for example by counting; cutlery whilst laying the table, pegs whilst pegging out the washing or whilst shopping, counting items in the trolley.

## In Key Stage 1 (Y1/2)

We expect parents/carers of children in Key Stage 1 to support them with their homework. The emphasis is on English and maths. Homework is completed in a homework book.

### Reading:

The **expectation** is that all children in Years 1 & 2 will read **a minimum of 5 times a week** at home. The role of the parent/carer is to listen to and support their child with their reading. It is important to remind your child to use different strategies to read - for example by sounding out words, looking for sounds within words and using pictures as clues. Discussing the books with your child is also vital, to ensure they understand what they have read. Reading books are changed weekly.

Two books will be sent home each week. One of these books will be phonetically decodable (this will be indicated with a \* when written in the journal). The other book will be non-decodable and is a reading for pleasure book. The homework expectation is to read 5x a week

The phonetically decodable book (\*) must be read 3x before this will be changed (first read for decoding, second read for fluency, third read for comprehension and understanding).

When books become lengthier/chapter books (from Gold Band / Stage 9 and beyond), we do not expect children to read the full book 3 times. They may choose to read sections of the book each time but aim to finish the whole book over the course of the week.

Children will have a **reading journal**, which parents/carers are expected to comment in each time they read with the child. This will be monitored in school.

### Literacy:

In KS1, the literacy homework may have a focus on phonics, spelling and grammar or writing. Parents/carers are encouraged to support their children in accessing their activity, which may be differentiated based on ability if necessary.

### Maths:

Children in KS1 will receive weekly maths homework. This will focus on either preparing pupils for an aspect of learning, consolidation, or extending learning. The expectation is that parents/carers will support their child with these tasks, ensure that they are completed and are handed in on time.

## In Key Stage 2 (Y3/4/5/6)

As children get older, homework provides an opportunity for them to develop the skill of independent learning. **It is expected that parents/carers will support their children with homework**, but effective habits of independent study should now be encouraged. The focus of homework for children in Key Stage 2 remains on English and maths. However, children will also be given tasks from other areas of the curriculum.

### Reading:

The **expectation** is that all children in Years 3-6 will read **a minimum of 5 times a week** at home. The texts they read should become longer and more challenging (at an age-appropriate level). Children on the reading scheme will read at least one levelled book and have access to school and class libraries for their reading for pleasure book. Children in UKS2 who may have progressed onto free reading, will be responsible for selecting their reading for pleasure book - although the CT or TA will monitor book choices through conversations and weekly reading journal checks.

Children may continue to read to an adult, or read to themselves independently (it is recommended that the task is still overseen by an adult if possible). The story, characters and themes of the book should be discussed, as well as new vocabulary. Older children need to develop a deep understanding of the book they are reading, that goes beyond the literal meaning. The skill of inference (reaching a conclusion on the basis of evidence or reasoning) is important and should be developed where possible. Children should be encouraged to read a wide variety of text types, including fiction, non-fiction and poetry.

Year 3 children have a **reading record** and must record their daily reading in here. Children in Y4, Y5 and Y6 will have a login to **Pageticker** and will record their reads on this platform.

### Spelling:

We encourage parents/carers to support their children with learning spellings. This may include spellings around a spelling pattern. For example prefixes and suffixes (words starting with re-, un-, de- or word endings such as -able, -tion or -ly), homophones (words that sound the same but are spelt differently and have a different meaning), words with silent letters and understanding the morphology (meaning of parts of words) and etymology (the origin and meaning) of words. There will also be spellings from the statutory spelling list as set out in the National Curriculum.

Children will be provided with weekly spelling lists, activities or patterns to learn. Parents/carers are encouraged to support their children with the learning and consolidation activities. Supporting children to spell accurately will promote better

fluency in writing and will also help to improve their reading fluency. Children should be supported to listen to the syllables in each word (a unit of pronunciation) and the phonemes (unit of sound) that make up each syllable, to break down each word to help them write the word accurately. Repeated practise of writing spellings helps children to learn them effectively. These skills are also practised in class.

### **Maths:**

Children in Key Stage 2 will receive weekly maths homework. This will focus on either pre-teaching concepts, consolidation, or extending learning. The expectation is that parents/carers/carers will support their child with these tasks and ensure that they are completed and are handed in on time.

### **Years 3/4:**

By the end of Year 4, all children are expected to know their times tables up to 12x12 and should be able to answer related questions confidently and fluently. In Year 3 and Year 4, maths homework will predominantly focus on this. The children's knowledge of their times tables is assessed at the end of Year 4, using the statutory Multiplication Tables Check (MTC).

### **Year 6:**

Children in Year 6 have SATs tests towards the end of the year. In order to help prepare them for these important assessments, they will bring revision guides home in term 3. These will focus on the following core areas:

- English - reading,.
- English - grammar, punctuation and spelling.
- Maths - arithmetic.
- Maths - problem solving and reasoning.

These study books are intended to be completed regularly and children mark their work themselves. The Y6 teacher(s) may periodically collect in the children's books, but this is essentially an independent task that the children are expected to take responsibility for completing themselves. Weekly reading, spelling and maths homework will still continue, as above.

### **Pupils with additional needs**

At The British School, we have high expectations of all pupils. Pupils with additional needs will receive homework tailored to their individual needs. Teachers will liaise with parents/carers throughout the year to ensure the best approach to homework is found.

### **How will homework be marked?**

Either oral or written feedback will be provided for all homework, at the teacher's discretion.

### **What if children don't complete their homework?**

**The expectation is that children will complete their homework and that parents/carers will support their child in doing so.** In the first instance of a child not completing their homework, the class teacher will speak to the child. They will receive the necessary time and support in school to complete it. If this continues, then the class teacher will contact parents/carers, working with them to offer help and support in encouraging their child to complete their homework.

Additional independence in completing homework tasks is expected from children in Upper Key Stage 2 (Years 5 & 6), as they prepare for their transition to secondary school and the expectations they will encounter once there. Children in these year groups who do not complete homework tasks will be required to complete them at break and/or lunchtimes and teachers will consistently reinforce this.

### **What if your child says they have received no homework?**

Teachers will set regular homework, as outlined above. If you are uncertain about whether your child has been set homework, then please speak to the class teacher. There may be rare occasions when homework is not set - for example if the teacher is away.

If a child is away from school when homework is given out, then teachers will ensure that a named copy is put in their drawer, for them to collect when they return.

We are keen to encourage children to take increasing responsibility for ensuring that they have collected their homework and complete it on time (and for asking their teacher if they need another copy of the homework). We appreciate your support with this.

Class teachers will have individual expectations and systems for setting and handing in homework and will communicate these clearly to children and parents/carers in the termly class newsletter. For example, homework may be handed out or returned on a particular day of the week. Parents/carers are encouraged to contact the class teacher(s) if there are any particular issues with homework.



## **Parent/carer "top tips" - how to support your child effectively with their homework**

Children have a busy, structured day at school and we understand that time to relax and enjoy other activities after school is important. Homework activities are set to enable pupils to consolidate or extend their learning, but should not promote resentment, friction or conflict. We therefore aim to ensure that homework expectations are manageable and that children have ample time to complete the work. When used effectively, homework will have a positive impact on a child's learning and progress.

### **1. GET INVOLVED**

Helping with your child's homework is the perfect opportunity to understand more about your child's academic progress. You can learn what they are interested in, what is going well for them and where they are having problems. Your child's teacher will make their expectations regarding homework clear in the class newsletter, which is sent home at the start of the year.

### **2. FIND A HOMEWORK AREA**

Set up a designated homework area at home for your child. This should be free from distractions, whether that is social media or meddlesome siblings. Ensure the homework area is well equipped with pens, pencils and everything else they might need.

### **3. STICK TO A ROUTINE**

Building structure and routine is really helpful for most children and we suggest setting a regular homework time. You know when your child works best. Some need a break and playtime first, whereas others would rather tick homework off the list early. Either way, ensure you find a regular time that suits your child.

### **4. PLANNING MAKES PERFECT**

Not all homework is due the next day. Creating a homework timetable helps to ensure that both you and your child are on top of deadlines. This will also help your child manage their time effectively and plan longer-term projects, so they don't leave everything to last minute - this is an important life skill!

### **5. ACTIVELY MOTIVATE YOUR CHILD**

You should never do your child's homework for them. However, it's a great idea to talk through the homework with them. Not only does the act of explaining reinforce the

knowledge that they have learned in the classroom, but also by displaying engagement you actively motivate your child in their work.

## **6. FOSTER PRIDE IN THEIR WORK**

Children should be allowed to celebrate the work they do at home. If your child is proud of a piece of their work, put it on the fridge or wall. Fostering pride in your child's work will help to build their confidence, as well as encourage them to do their homework to the best of their ability.

## **7. BE A ROLE MODEL**

Your child will learn from you. If they see you reading, writing or working at home, this will normalise these behaviours for them. Often, what you do will have a far greater influence than what you say.

## **8. INVOLVE THEIR PEERS**

Although it is important for your child to adjust to working alone, a group of peers completing homework together can be supportive and motivating. Sometimes a classmate will be able to explain a tricky problem in a more relatable manner than you.

## **9. SEEK EXTRA HELP**

If you find your child continues to struggle with their homework after following these top tips, they may benefit from some additional support. In the first instance, talk to your child's class teacher: they will be able to offer advice and suggestions. Do not let your child become upset about homework - at The British School, we want to encourage positive attitudes towards home learning and can support you in developing these.

**Next review: September 2027**