

Brabourne CE Primary School Homework Policy – 2025/2026

Through creative and challenging experiences, we inspire our school community to develop resilience, a passion for learning and the courage to pursue our dreams. Within our nurturing environment and beyond, we live out Christian values, enabling all to flourish in the love of God.

HOMEWORK is designed to consolidate or extend work covered in school and to develop a habit of private study where the child will be given the opportunity to work by themselves without immediate recourse to teacher, parents or other pupils.

As a child progresses through school, homework has some or all of the following purposes, depending on the age of the child and format of the homework:

- It consolidates and reinforces skills and understanding learnt in school;
- It extends school learning, for example through additional reading;
- It provides opportunities for children to use out of school resources (e.g. books and Information Technology) found in the home or other places such as libraries;
- It fosters the partnership between the school and parents in achieving the aims of the school for the benefit of the child;
- It helps develop the confidence and self-discipline the child needs to study on their own, in preparation for secondary school.

The National Curriculum places some emphasis on independent learning. In line with this, children of Primary School age need to have time set aside in school for this to be developed. They will have worked hard during the day and, therefore, homework should be kept to a minimum.

All children need time to rest and relax. They must have time for hobbies and other interest, e.g. music, swimming, dancing, drama, sport, Brownies and Cubs. All of these are worthwhile learning experiences in their own right and compliment the children's scholastic activities, thus furthering the educational development of the whole child, which is one of the aims of our school.

Mindful of the above purposes, our aims in setting homework are to:

- give children further practice of the skills and concepts learnt during the school day;
- extend and support the learning experiences in school via reinforcement and revision;
- enable parents to share in their child's education in partnership with the school;
- provide progression towards independence and individual responsibility
- to prepare the children for transfer to secondary school;
- ensure consistency of approach throughout the school.

At Brabourne CEP School, homework is given according to the age, ability and needs of the pupils.

Both Maths and English are given equal importance. Homework can take different forms. It could be a written assignment or a piece of research in connection with an ongoing topic in class, times tables, mathematic games or spellings, a short poem to be learnt by heart, etc.

Some homework may be open-ended and creative, eg making a model or baking something.

Children often enjoy this type of homework but it may involve logistical difficulties, so parents need to decide for themselves how feasible it is to complete the homework the way their child would like and consider alternative ways

Homework expectations

These will generally be:

- To bring completed homework into school (or post on Seesaw) when instructed by the class teacher. If work set was preparation for a coming lesson therefore, they may find this subsequent lesson difficult to complete if they have not done the preliminary task.
- To encourage parental support in building up a homework routine and training their child to do their homework with care and to complete it on time.
- If there is a valid reason, (e.g. family crisis or illness) for a child being unable to do their homework, parents are asked to inform the class teacher at the first available opportunity, either in writing or verbally.
- Homework can be adapted for the individual needs of the child eg. a child who is spending a lot of time after school doing gymnastic for a competition may need less

Ways in which parents can help

- Providing an appropriate environment for your child to complete their homework – quiet; something suitable to lean on; switch the TV off, etc
- Supporting them in developing independence when working – parents are not expected to do most of the work for their child.
- Support them in developing increasing responsibility for knowing what is expected of them – despite what you may be told; teachers do let the children know what they have to do. Remind them to seek clarification from their teacher if they are unclear.
- Listening to reading.
- Paired reading so as to promote the enjoyment of reading for pleasure.
- Listening to what has been set to be learnt by heart e.g. spelling, tables, poem etc.
- Most important of all talking to and listening to what their child has to say and supporting and encouraging him/her in every way.

The Teacher's Role

In setting homework the teacher needs to allow sufficient time for the task/s to be completed satisfactorily and take into account the marking arrangements where necessary. In some cases, children will be unable to do their homework through no fault of their own. The teacher will therefore have to be sympathetic and use their own judgement in each case.

Each class teacher should let pupils and parents know when homework will be set and due back (see appendix A).

In EYFS the expectation is that parents will support their child in reading their school reading book daily and a comment is made about their reading in the child's reading record book. In addition to this the children will bring home sound cards and/or words on a Friday that match what they have been learning in school this week. It is expected that parents will help their child to consolidate their child's understanding of these sounds and/or words throughout the following week. Every Friday the children in EYFS will also bring home a sheet detailing the learning they have covered in class that week. There will be additional activities on here that parents may wish to do with their child at home to support the learning that has been done in school, but please note these are optional. Periodically the EYFS team may ask for certain items or pictures e.g. of family or pets to be uploaded to Tapestry for Show and Tell, displays or to support the children's topic learning in class.

Homework in KS1 and KS2 will be set and reviewed on Seesaw, a digital online learning platform.

Finally, it is intended that adherence to this Policy will result in greater co-operation between school and home and make homework a relevant, interesting and worthwhile experience for the children of our school

Appendix A - Schedule of homework arrangements for each class – 2022/2023

- **Additional Homework may be set periodically, e.g. ‘Stepping out the Door’ tasks.**

| Venus | When is it given out and due back | How long should be spent on it | What support from parents |
|--------------|-----------------------------------|---------------------------------|--------------------------------------|
| Reading | Daily | 5 – 10mins daily | Sharing, listening and talking |
| Phonics | Friday | 5 – 10mins three times per week | Supporting with sounds / check words |

| Mars | When is it given out and due back | How long should be spent on it | What support from parents |
|--|-----------------------------------|--------------------------------|-----------------------------------|
| Reading | Daily | 10mins daily | Sharing, listening and discussing |
| Spellings – Common Exception words ongoing in class – assessment termly. | n/a | n/a | n/a |
| Phonics weekly for Y1 and Y2 | Monday | Thursday | Varies with activity |
| Topic grid termly | Start of term | End of term | Varies with activity |

| Neptune | When is it given out and due back | How long should be spent on it | What support from parents |
|--|-----------------------------------|--------------------------------|---------------------------|
| Reading | Daily | 10 – 15mins daily | Listening and discussing |
| Spellings | Monday to Monday | 5mins daily | Test child |
| Maths (Times Tables Rock Stars) | Monday to Monday | 5 mins daily | If needed |
| Topic – 6 tasks given at beginning of term | Due in on a Friday | 30mins per week | If needed |

| Jupiter | When is it given out and due back | How long should be spent on it | What support from parents |
|--|--|--------------------------------|---------------------------------------|
| Reading | Daily | 10 – 15mins daily | Questioning for comprehension of text |
| Spellings (6 weeks’ worth) | Given out at beginning of term – test on Friday | 5mins daily | Test child |
| Maths (Mathletics) | Tasks allocated at start of term and due in on a Friday. | 1 hour per week | If needed |
| Topic – 8 tasks given at beginning of term (choose 1 a week) | Due in on a Friday | 30 – 45mins per week | If needed |

