

# **BEREWOOD PRIMARY SCHOOL**



## **Homework Policy**

### **Spring 2026**

<b>Revised by School</b>	March 2026
<b>Responsible Person</b>	Headteacher
<b>Responsible Committee</b>	Full governing body
<b>Ratified by GB</b>	March 2026
<b>Next Review</b>	Spring 2029



## **BEREWOOD PRIMARY SCHOOL**

### **HOMEWORK POLICY**

The staff and governors of Berewood Primary School believe that children learn best when all participants in their education work together as partners. Homework is an integral part of this partnership as it enables teachers, parents and carers to:

- deepen children's learning through practising, rehearsing, researching and sharing work at home
- enrich school based learning by completing tasks that could not be done at school, such as making artefacts, visiting relevant museums, buildings or places
- encourage children to develop confidence, self-discipline and interest in learning beyond school
- support children in recognising the importance of planning and organising their time, meeting deadlines, having responsibility for their own learning and, increasingly, the value of more formal homework in preparation for secondary school
- help children to become independent, autonomous learners

## **The nature of homework**

Homework at Berewood Primary School takes many forms but all children are expected to:

- Spend time reading each day, although this does not always need to be their school reading book, encouraging the development of personal interests and the opportunity to share books with family members and visit the library being highly valued by all of the school community.
- Learn and practise spellings which are tested regularly, building confidence and accuracy in written work, as well as more formally in tests.
- Learn and practise counting, number bonds and later times tables to ensure quick, accurate recall and a secure number sense.
- Children will be asked to complete an activity which supports the work they are doing in class as part of their topic work, or a piece of mathematics or literacy.

In most instances homework will be set on a Friday and will be due the following Friday. On occasions, the day on which homework tasks are set may vary according to the programme for the week in each year group, however the teachers will endeavour to ensure that there are several days over which a task may be completed and that it extends beyond the weekend, to enable other out of school and family commitments to be enjoyed. Parents will receive information regarding when homework is set and the day it needs to be at the start of each academic year or if/when it changes.

Teachers endeavour to provide a short explanation regarding the task and the context for the homework set.

An activity may be set over a holiday period, but will be extended into the next term to recognise the importance of time to relax at home. However, tasks set for this time are often planned to support the introduction of a new topic and build confidence, knowledge and interest in a new area of work, or to promote rehearsal of skills in preparation for the return to school. They provide an opportunity for parents and children to engage and enthuse about a certain topic, event, place or time.

Some tasks may require making or preparing a model or costume. The school recognises that such activities may need more significant support from parents, but wishes to note that all contributions are valued, that for some families this type of activity engages other members of the family with the learning, and that such activities are beyond the scope of the school day.

Wherever possible, teachers adjust homework to meet the needs of individual children. Over each term a range of activities may be set some of which will require more adult support, although this tends to decrease as the children progress through the school. It is valuable for the teacher to know if a task has required more significant help than expected, as this may inform future tasks or planning for support and challenge in the classroom.

Research skills are important skills which will be invaluable in later education and life. Where possible, homework requiring some research will extend to both internet and/or book. Both of these resources are highly valued and need support and direction from teachers and parents. This may be in suggesting one or two websites, or titles to try to look up. However, the nature of research means that it can be very time consuming. In this case, the school would suggest a time limit, and a review of information discovered in that time.

Teachers ensure that the children have feedback for their homework, and this takes several forms. It may be written on the work, be a verbal comment, celebrated in a display, talked about in class or included within other work. Children need to know that their work and the involvement of their parents in any task is valued by the school.

## **Reception**

1. Children will bring a reading book home that supports their phonics learning. They will have been introduced to this in school and should practise reading the same book at least 4 times. We also recommend a wide range of stories and books are shared at home to help develop vocabulary and a love of reading
2. Suggestions for number activities, such as counting and learning number bonds may be sent home.

### Years 1 and 2

1. Phonics and spelling will be sent home each week.
2. Reading books are taken home every week, supported where necessary by initial words. Children should read at least 4 times each week.
3. Children may be asked to do a piece of work to support learning at school e.g. plan of a bedroom, research information, list of electrical equipment, maths or literacy activity, to share with their parents.

### Years 3 and 4

1. Children should read at home at least four times each week
2. Spellings are usually taken home weekly.
3. Regular tables practice is set (TTRockstars)
4. A homework task to support classroom learning will be set once a week.

### Years 5 and 6

1. Children are expected to continue to read at home at least four times each week.
2. Spelling lists are taken home weekly
3. Regular tables practice is recommended
4. English, maths activities will regularly be set and/or SATs style practise for Year 6

Children throughout the school may be asked to take home unfinished work to complete should the class teacher feel this is necessary.

Year Group	Home Learning Activity	Spellings	Reading	Day Set	Day Due In	Total Time Expectation
6	SATs Buster 10 minute test x3 (SPAG, Reading, Maths)	8-12 Spellings to practise	At least 4 reads per week	Friday	Following Friday	1 hour per week
5	Curriculum based activity linked to class learning TT Rockstars	8-12 Spellings to practise	At least 4 reads per week	Friday	Following Friday	1 hour per week
4	Curriculum based activity linked to class learning TT Rockstars	8-12 Spellings to practise	At least 4 reads per week	Friday	Following Friday	1 hour per week
3	Curriculum based activity linked to class learning TT Rockstars	8-10 Spellings to practise	At least 4 reads per week	Friday	Following Friday	1 hour per week
2	Maths or English activity (alternate weeks)	6-8 Spellings to practise	At least 4 reads per week	Friday	Following Friday	1 hour per week
1	Phonics Sound Cards, Decodable Words and/or Tricky Words	4-6 Spellings to practise	At least 4 reads per week	Friday	Following Friday	40 minutes per week
R	Phonics Sound Cards and Tricky Words		At least 4 reads per week			40 minutes per week

### Monitoring and Evaluation

This policy was reviewed by all staff and Governors in Spring 2026 as part of the three year review cycle, or when significant changes occur.