

Beeston Primary School

Homework Policy

<i>Date agreed by Governing Body:</i>	<i>9th October 2025</i>
<i>Review date:</i>	<i>9th October 2028</i>
<i>Person(s) responsible for this policy:</i>	<i>Ruth McAvoy</i>

Beeston Primary School Homework Policy

1. Purpose

Homework at Beeston Primary School is designed to:

- Support and extend learning beyond the classroom
- Foster independence and responsibility in pupils
- Strengthen the partnership between home and school
- Provide parents and carers with insights into their child's learning

2. Aims

We aim to:

- Provide age-appropriate and purposeful homework tasks that support the curriculum
- Ensure consistency and fairness in setting homework
- Encourage all pupils, including those with SEND, to participate and succeed

3. Guidelines for Setting Homework

EYFS (Reception)

- **Focus:** Reading with an adult, sharing stories, and simple tasks (e.g., practising phonics)
- **Frequency:** Whilst we recommend reading daily, we expect home reading at least three times a week (5-10 minutes), occasional topic-based activities

Key Stage 1 (Years 1 and 2)

- **Focus:** Reading, spelling and key maths facts with optional project homework
- **Frequency:** Reading (at least 3 times per week), weekly spellings and key maths facts

Big Maths:

In KS1 children have a 'Big Maths' sheet sent home weekly with key Maths facts for them to learn off by heart over the year. They will be tested on these facts each Friday. Their recall of these facts will slowly improve over the year.

Spelling:

Children will have spellings sent home weekly, on Fridays, and will be tested on this the following Friday. Children have some time to practise these spellings in school but to ensure that children learn

these spellings effectively, spellings should also be practised at home. Children have a login for Spelling Shed where there are lots of fun games and activities to engage children in learning their spellings in a fun way.

Project Homework:

This homework is entirely optional. Each half term year groups will send out a list of options of creative homework tasks that link with work children are doing in school. Children may choose one of these tasks to complete at home. All homework is celebrated at the end of each half term on our Facebook page. Children will also receive 30 reward points for successfully completing the task they choose.

Lower Key Stage 2 (Years 3 and 4)

- **Focus:** Reading, spelling and times tables with optional project homework
- **Frequency:** Reading (at least 3 times per week), weekly spellings and times table practice (at least 3 times per week)

Times Tables:

In KS2 children should practise their times tables at least three times a week on Times Tables Rockstars. Children have a login for this fun website and App where they can earn coins and compete against themselves and others in a fun and effective way of learning times tables.

Spelling:

Children will have spellings sent home weekly, on Fridays, and will be tested on this the following Friday. Children have some time to practise these spellings in school but to ensure that children learn these spellings effectively, spellings should also be practised at home. Children have a login for Spelling Shed where there are lots of fun games and activities to engage children in learning their spellings in a fun way.

Project Homework:

This homework is entirely optional. Each half term year groups will send out a list of options of creative homework tasks that link with work children are doing in school. Children may choose one of these tasks to complete at home. All homework is celebrated at the end of each half term on our Facebook page. Children will also receive 30 reward points for successfully completing the task they choose.

Upper Key Stage 2 (Years 5 and 6)

- **Focus:** Reading, spelling and times tables with optional project homework
- **Frequency:** Reading (at least 3 times per week), weekly spellings and times table practice (at least 3 times per week)

Times Tables:

In KS2 children should practise their times tables at least three times a week on Times Tables Rockstars. Children have a login for this fun website and App where they can earn coins and compete against themselves and others in a fun and effective way of learning times tables.

Spelling:

Children will have spellings sent home weekly, on Fridays, and will be tested on this the following Friday. Children have some time to practise these spellings in school but to ensure that children learn these spellings effectively, spellings should also be practised at home. Children have a login for Spelling Shed where there are lots of fun games and activities to engage children in learning their spellings in a fun way.

Maths and Grammar:

A sheet of each is sent out weekly which revises the learning from the previous week.

Project Homework:

Optional research tasks are sent out at the end of each half-term for children to find out about the next topic they will be learning.

4. Expectations

- **Pupils** are expected to complete homework to the best of their ability
- **Parents and carers** are encouraged to support their children and communicate any difficulties to the class teacher
- **Teachers** will set, monitor, and provide feedback on homework tasks

5. Support and Inclusion

- Homework will be differentiated where necessary to support children with additional needs
- Support and resources are available for families who require them (e.g., access to school library, printed resources, or after-school homework clubs)

6. Feedback

- Teachers will acknowledge homework and provide feedback verbally, in writing, or through class discussions
- Project homework will be celebrated on the school Facebook page and rewarded with 30 Team Points
- Effort and achievement will be celebrated in class and in assemblies

7. Non-Completion

- If homework is not completed, teachers will discuss this with the pupil and, where appropriate, with parents/carers to identify and address any barriers

8. Monitoring and Review

- The implementation and impact of this policy will be reviewed annually by the SLT, with input from staff, pupils, and parents/carers