



BITTERNE
C of E PRIMARY

Homework Policy

Headteacher: Mrs. Jen Johnson

Reviewed by	Headteacher	Authorised by	Governing Body
Date	September 2026	Next Review	September 2028
Review Cycle	Bi-Annually	Signed by Chair of Governors	Rev Tony Palmer



Together we soar...



Version	Date	Author/Reviewed By	Summary of Changes
1.0	September 2025	Headteacher and Senior Leadership Team	Policy approved and adopted.
2.0	July 2026	Senior Leadership Team	Policy reviewed and updated to reflect current Department for Education guidance and recognised best practice. References to outdated DCSF guidance removed. Added sections explaining the educational purpose of homework, retrieval practice, reading fluency and automaticity. Included guidance on the use of online learning platforms, appropriate use of Artificial Intelligence (AI), online safety and links to the school's Online Safety Policy and AI Policy. SEND, EAL, wellbeing and responsibilities sections reviewed and updated. Minor amendments made throughout to improve clarity, consistency and accessibility for parents.

Introduction

At Bitterne Church of England Primary School, we believe that homework should support, reinforce and celebrate learning. Homework provides opportunities for children to practise important skills, develop independence and strengthen the partnership between home and school.

Homework takes different forms depending on the age and stage of each child. For younger children, this is primarily reading, phonics, number recognition and learning key facts. As children move through the school, homework gradually develops to include spelling, arithmetic, grammar and wider curriculum projects, helping to prepare them for the increasing independence expected in secondary education

Our homework policy reflects current Department for Education expectations and recognised good practice in primary education. It is designed to support pupils' learning while recognising the importance of family life, wellbeing and the wider opportunities that contribute to children's development. We recognise that valuable learning also takes place beyond the classroom through family experiences, hobbies, sport, music, clubs and community activities. Our approach seeks to achieve a healthy balance between home learning and children's wider lives.

As a Church of England school, our Christian vision of **Hope, Courage and Creativity** underpins everything we do. We encourage children to approach homework with perseverance, curiosity and confidence, recognising that every child is unique and capable of success.

Purpose of the Policy

This policy has been written to:

- support a whole-school, progressive and consistent approach to homework;
- explain the purpose and procedures for homework;



- outline the responsibilities of pupils, parents, staff and governors;
- ensure homework supports learning whilst promoting children's wellbeing;
- provide parents with clear expectations about homework throughout the school.

Purpose of Homework

The purpose of homework is to:

- practise and consolidate the basic skills of reading, phonics, spelling and mathematics at an appropriate level for each child;
- reinforce learning that has already taken place in school;
- develop confidence, resilience and increasing independence;
- encourage children to take responsibility for their own learning;
- strengthen the partnership between home and school;
- enable parents and carers to play an active role in supporting learning;
- prepare older pupils for the increasing independence and organisation required at secondary school

Educational Purpose of Homework

Homework is intended to reinforce and consolidate learning rather than introduce new concepts. It provides children with opportunities to revisit previous learning through **retrieval practice**, helping important knowledge become secure and easier to recall over time.

Regular reading develops vocabulary, comprehension, fluency and automaticity, enabling children to read accurately and confidently. Likewise, frequent practice of number facts, arithmetic and spelling patterns helps children build fluency so that these essential skills become increasingly automatic.

Homework is most effective when it is purposeful, manageable and completed regularly. Our expectation is that homework supports classroom learning without placing unnecessary pressure on children or families.

Content of Homework

We encourage all parents and carers to contribute positively to their child's learning by providing a rich and stimulating home environment. Talking together, sharing books, playing games, visiting places of interest, enjoying creative activities and encouraging curiosity all make valuable contributions to children's education.

Homework is carefully planned to support children's learning in school. It focuses primarily on practising the core skills of reading, writing, spelling and mathematics. The amount and type of homework gradually increases as children move through the school, reflecting their developing independence.

Where appropriate, children may also be given enrichment activities linked to the wider curriculum. These activities are designed to encourage family discussion, creativity and enjoyment rather than lengthy written work.



How is Homework Set and Monitored

Homework is set and monitored regularly throughout the school.

All children have a reading record in which parents and carers are encouraged to record reading completed at home. Teachers review these regularly, with the specific day communicated at the beginning of each academic year.

Homework is generally set on a **Wednesday** and returned on the following **Monday**. This provides families with flexibility to complete activities at a convenient time during the week.

Where appropriate, children will self-mark aspects of their homework during feedback sessions in class. This enables teachers to identify misconceptions, celebrate success and address any misunderstandings promptly. Positive effort and achievement are recognised through the school's reward systems.

Homework expectations are reviewed regularly by class teachers and school leaders to ensure they remain appropriate, purposeful and supportive of children's learning.

Year Group Breakdown

The homework set for each year group has been carefully planned to support children's learning and development. Expectations increase gradually as pupils move through the school, helping them become increasingly independent whilst maintaining a manageable balance with family life and extracurricular activities.

Year Group	Reading	English	Mathematics
Reception	Pip and Pap phonics books. Read at least 4 times per week and record in the reading record. Reading Rocket activities.	Phonics flashcards and suggested activities provided by the class teacher to support early reading and writing.	Practical number activities and games suggested by the class teacher to develop early mathematical understanding.
Year 1	Pip and Pap phonics books. Read at least 4 times per week and record in the reading record. Reading Rocket activities.	Phonics flashcards and activities to reinforce classroom learning.	Numbots - regular short practice throughout the week.
Year 2	Pip and Pap phonics books (or reading books once children complete the phonics	Phonics or spelling activities, moving towards Year 3 expectations during	Numbots, progressing to Times Tables Rock Stars as children become ready.



	programme). Read at least 4 times per week and record in the reading record. Reading Rocket activities where appropriate.	the Summer Term where appropriate.	Transition towards Year 3 arithmetic expectations during the Summer Term.
Year 3	Read at least 4 times per week and record in the reading record. Reading records include suggested comprehension question stems to encourage discussion.	Statutory spellings taught alongside weekly spelling patterns. Fortnightly Grammar, Punctuation and Spelling (GPS) practice.	Times Tables Rock Stars at least 4 times per week. Fortnightly arithmetic practice.
Year 4	Read at least 4 times per week for approximately 20 minutes and record in the reading record. Reading records include suggested comprehension question stems.	Statutory spellings taught alongside weekly spelling patterns. Fortnightly Grammar, Punctuation and Spelling (GPS) practice.	Times Tables Rock Stars at least 4 times per week. Fortnightly arithmetic practice.
Year 5	Read at least 4 times per week for approximately 20 minutes and record in the reading record. Reading records include suggested comprehension question stems.	Statutory spellings taught alongside weekly spelling patterns. Fortnightly Grammar, Punctuation and Spelling (GPS) practice.	Times Tables Rock Stars at least 4 times per week. Fortnightly arithmetic practice.
Year 6	Read at least 4 times per week for approximately 20 minutes and record in the reading record. Reading records include suggested comprehension question stems.	Statutory spellings taught alongside weekly spelling patterns. Weekly Grammar, Punctuation and Spelling (GPS) practice.	Times Tables Rock Stars at least 4 times

Additional Homework

Throughout the year, children may also receive enrichment homework linked to the wider curriculum. These activities are intended to encourage discussion, creativity, research and family involvement rather than extensive written work.



Each term, pupils will be given a non-core curriculum project to complete collaboratively with their families. Completed projects may be shared and celebrated in school.

Year 6 pupils may also choose to purchase CGP SATS Revision Books to support independent revision. These are optional and provide an additional resource for children who wish to practise at home.

Children are encouraged to continue reading regularly and practising key mathematical and spelling skills during school holidays. Occasionally, Year 6 pupils may be set revision activities over holiday periods to help prepare for the end of Key Stage 2 assessments.

Wellbeing and Homework

We believe that homework should support learning without creating unnecessary stress for children or families. Time spent together as a family, taking part in hobbies, sports, clubs, creative activities and enjoying opportunities within the local community all make an important contribution to children's development and wellbeing.

If homework is becoming a source of anxiety or conflict at home, parents and carers are encouraged to speak to their child's class teacher as soon as possible. We will always work with families to find a suitable solution that enables children to continue learning positively.

Homework should be manageable and proportionate, recognising that children learn in different ways and at different rates.

Children with Special educational Needs and Disabilities (SEND) and Homework

We are committed to ensuring that homework is inclusive and accessible for all children.

Where appropriate, homework may be adapted to reflect a child's individual needs, learning profile or SEND Support Plan. Our aim is for homework to reinforce learning and build confidence rather than create unnecessary barriers.

If parents or carers have concerns about homework expectations, they are encouraged to speak with their child's class teacher or the SENDCo. Together we will agree appropriate strategies and, where necessary, individual adjustments to support successful learning at home.

Useful Homework Strategies for Children with SEND

- Keep homework organised using a visual timetable or homework calendar.
- Establish a regular homework routine in a quiet space with the equipment your child may need readily available.
- Break activities into smaller, manageable sections where appropriate.
- Encourage independence while recognising that some children will need additional adult support.
- Praise effort, perseverance and progress as well as achievement.
- Maintain regular communication with school if homework is becoming difficult so that support can be provided promptly.



Any agreed adaptations to homework will be recorded alongside the child's SEND Passport to Success (EduKey), where appropriate.

Children and Parents Who Do Not Speak English as Their First Language

We recognise that families who speak English as an additional language may sometimes require additional support with homework.

Parents and carers are always welcome to contact their child's class teacher if they would like homework instructions or key information clarified. Where appropriate, the school will use suitable translation technology to support communication.

Our school website also includes a translation function, allowing many pages to be viewed in a range of languages.

Families are encouraged to contact the school if they require further support. We will always do our best to ensure that language is not a barrier to children's learning.

Online Learning Platforms

Children may be asked to use online learning platforms to practise key skills at home.

These currently include:

- **Numbots** (Years 1 and 2)
- **Times Tables Rock Stars** (Years 2–6)

These platforms provide engaging opportunities for children to develop fluency through regular, short periods of practice. Teachers may use information from these platforms to celebrate achievement, identify misconceptions and plan future learning.

If families experience difficulties accessing online platforms or require replacement login details, they should contact the school office, who will be happy to help.

Appropriate Use of AI

Artificial Intelligence (AI) is becoming increasingly available and may be used by families to explain concepts or support understanding.

Homework should always reflect a child's own learning, thinking and effort. AI may be used to help explain ideas or clarify understanding, but it should **not** be used to complete homework or provide answers on behalf of pupils.

Teachers use homework to understand what children know independently so that future teaching can be planned effectively. For this reason, homework should always represent each child's own work.



Online Safety

When using digital devices, online learning platforms or educational websites to complete homework, pupils and families are expected to follow the school's **Online Safety Policy** and **Acceptable Use Agreements**.

Children should:

- use technology safely and responsibly;
- keep usernames and passwords secure;
- report anything online that makes them feel worried or uncomfortable;
- ask an adult for help if they are unsure.

Parents and carers are encouraged to supervise children appropriately when using online resources at home.

Barriers to completing Homework

We understand that families may occasionally experience circumstances that make completing homework more difficult.

If there is anything the school can do to support your child in completing homework successfully, please speak to us. We will always do our best to help.

Support may include:

- assistance with accessing online learning platforms;
- replacement login details;
- access to stationery or learning resources where appropriate;
- signposting to additional sources of support.

Where resources are limited, priority will be given to children eligible for Pupil Premium, although we will always seek to support any family experiencing genuine difficulties.

Our aim is for every child to have an equal opportunity to engage successfully with homework, regardless of their individual circumstances.

Responsibilities

Everyone involved in homework has an important role to play in supporting children's learning. Working together helps ensure that homework is a positive and worthwhile experience for every child.

Teachers



Teachers are responsible for:

- setting homework that is appropriate to the age, ability and needs of the children;
- ensuring homework supports and reinforces learning that has taken place in school;
- providing clear instructions and expectations for completing homework;
- monitoring the completion of homework and using it to inform future teaching where appropriate;
- celebrating effort, progress and achievement.

English Leader and Maths Leader

The English Leader and Maths Leader are responsible, in consultation with the Curriculum Leader, for:

- establishing whole-school expectations for homework in their subjects;
- ensuring homework supports the development of reading, writing and mathematics;
- reviewing homework expectations to ensure they remain effective and appropriate.

Inclusion Leader (SENDCo)

The Inclusion Leader is responsible for:

- ensuring homework can be adapted appropriately to meet the needs of pupils with SEND;
- supporting staff in making reasonable adjustments where appropriate;
- working alongside families and teachers to remove barriers to learning at home;
- ensuring agreed adaptations are reflected within pupils' SEND Passports to Success (EduKey), where appropriate.

Parents and Carers

Parents and carers play an important role in supporting homework by:

- providing time, encouragement and a suitable environment for homework where possible;
- hearing their child read regularly;
- encouraging regular practice of spelling, number facts and multiplication tables where appropriate;
- promoting independence while offering support when needed;
- communicating with the class teacher if difficulties arise so that support can be provided promptly;
- encouraging children to use online learning safely and responsibly.

Parents are not expected to teach new learning or complete homework for their child.

Pupils

Pupils are expected to:

- complete homework to the best of their ability;
- read regularly at home;
- take increasing responsibility for organising and completing homework as they move through the school;
- ask for help when they need it;
- look after homework books, reading records and login details where appropriate.



Curriculum Leader and Senior Leadership Team

The Curriculum Leader and Senior Leadership Team are responsible for:

- ensuring this policy is implemented consistently across the school;
- monitoring the effectiveness and impact of homework;
- reviewing homework expectations to ensure they continue to support pupils' learning and wellbeing;
- ensuring homework remains manageable, purposeful and inclusive.

Governors

The Governing Body is responsible for:

- approving the Homework Policy;
- monitoring its implementation through the school's monitoring and evaluation processes;
- holding leaders to account for ensuring homework supports pupils' learning and reflects the school's vision and values.

Parental Feedback

Constructive feedback from parents and carers about homework is welcomed and valued by the school.

Parents are encouraged to use reading records to communicate comments about reading completed at home. Any further questions or concerns can be discussed with the class teacher through the school office or via ClassDojo.

The school regularly seeks parental feedback through questionnaires, consultation activities and informal discussions. This helps us ensure that homework continues to support children's learning while remaining manageable and appropriate for families.

Monitoring and Review

The effectiveness of this policy will be reviewed annually by the Senior Leadership Team and Governing Body.

Homework expectations will also be reviewed throughout the year to ensure they:

- continue to support children's learning and progress;
- remain appropriate for the age and stage of pupils;
- reflect current educational guidance and best practice;
- promote children's wellbeing and positive attitudes towards learning.

Any significant changes will be shared with parents and carers.



Related Policies

This policy should be read alongside the school's:

- Teaching and Learning Policy
- English Policy
- Mathematics Policy
- SEND Policy
- Online Safety Policy
- Artificial Intelligence (AI) Policy
- Behaviour Policy
- Equality Information and Objectives
- Safeguarding and Child Protection Policy