



# Homework Policy

- Effective: September 2024
  - Review: September 2026
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## Introduction

At Bosley St. Mary's CE Primary School, we believe homework can be a valuable tool for reinforcing classroom learning and fostering independent study skills. This policy outlines our approach to homework and sets expectations for pupils, staff, parents, and the wider school community.

## Purpose

- Provide clear guidelines on homework setting, completion, and monitoring.
- Ensure consistency across year groups.
- Engage parents in supporting their children's homework.
- Cater to individual needs, including those with Special Educational Needs (SEN), Looked After Children (LAC), and Pupil Premium (PP) backgrounds.

## Rationale

Based on Educational Endowment Foundation (EEF) findings, we prioritise:

- **Quality over quantity:** Short, focused tasks linked to classroom work are more effective.
- **Regular practice:** Frequent, short bursts are better for consolidating learning than longer, infrequent sessions.
- **Engagement:** Make homework an integral part of learning, not an add-on.
- **Feedback:** Provide high-quality feedback to maximise impact.
- **Digital tools:** Utilise technology for personalised learning and instant feedback (where appropriate).

## Security of Evidence

It's important to note that the research evidence surrounding homework is rated as low by the EEF. Therefore, this policy will be reviewed annually to ensure its effectiveness.

## Homework Expectations

Year group expectations are outlined in the following table, with a focus on short, frequent practice and utilising online platforms that provide instant feedback and adapt to individual needs:

Year	Reading	Phonics/Spelling	Maths	Additional Notes
EYFS	3x weekly	<b>Teach Your Monster to Read</b> online platform 3x weekly 5 minutes	-	<b>Homework Time</b> 15 mins + reading
Y1	3x weekly	<b>Teach Your Monster to Read</b> online platform 2x weekly 5 minutes	<b>Numbots</b> online platform 2x weekly 5 minutes	<b>Homework Time</b> 20 mins + reading
Y2 Y3	3x weekly	<b>Spelling Shed</b> online platform 3x weekly 5 minutes	<b>Times Tables Rock Stars</b> online platform 3x weekly 5 minutes	<b>Homework Time</b> 30 mins + reading
Y4 Y5	3x weekly	<b>Spelling Shed</b> online platform 4x weekly 5 minutes	<b>Times Tables Rock Stars</b> online platform 4x weekly 5 minutes	<b>Homework Time</b> 40 mins + reading
Y6	3x weekly	<b>Spelling Shed</b> online platform 4x weekly 5 minutes	<b>Times Tables Rock Stars</b> online platform 4x weekly 5 minutes	SATs preparation (2x weekly, 10 minutes) <b>Homework Time</b> 60 mins + reading

## Rationale for Using Online Platforms

We utilise online platforms for homework tasks because they offer several benefits:

- **Instant Feedback:** Pupils receive immediate feedback on their work, allowing them to identify and address any misunderstandings straight away.
- **Tailored Learning:** These platforms adapt to each pupil's individual needs, providing targeted practice on areas requiring further reinforcement.

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**I can do all things through Him who strengthens me.**

Philippians 4:13

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- **Data Analysis:** Teachers can analyse the data collected from these platforms to gain valuable insights into pupils' learning progress. This data helps teachers identify areas where the whole class or individual pupils may need additional support and plan future lessons accordingly.

### Roles and Responsibilities

- **Pupils:** Complete tasks to the best of their ability, seek help when needed, and provide feedback on the homework process.
- **Staff:** Set meaningful and manageable tasks aligned with the curriculum, provide clear instructions and resources, offer timely feedback, and analyse data from online platforms to inform future teaching.
- **Parents:** Support and encourage children, communicate difficulties, and create a conducive environment for homework completion.
- **Wider School Community:** Promote the importance of homework and provide resources or assistance where possible.

### Balancing Demands

We recognise the importance of family time. Homework will be purposeful and relevant, allowing for consolidation without overwhelming pupils. We encourage parents to create a supportive environment at home.

### Supporting All Learners

- **SEN:** We use online platforms that allow for individualised learning and make necessary adaptations (e.g., removing timers, reducing requirements, and providing paper alternatives).
- **Accessibility:** We acknowledge that not all children have access to devices. Alternative arrangements such as homework clubs or device loans are available. Please speak with your child's teacher.

### Review Mechanisms

This policy will be reviewed annually by the Senior Leadership Team in consultation with staff, parents, and pupils. Feedback will be gathered through surveys and focus groups to inform revisions.