Homework Policy

Brize Norton Primary School

We SHINE for ourselves and each other with kindness.
Strive, Help, Inspire, Nurture, Excel

Adopted by school LGB:	**Brize Norton Primary School**
Date:	**May 2026**
Review Date:	**May 2029**

1. Rationale

At Brize Norton Primary School, homework is designed to support high-quality learning while promoting wellbeing, independence and positive family relationships. Homework reflects our belief that learning is most effective when children feel confident, supported and motivated.

Our approach is firmly rooted in our SHINE values:

- Strive – we encourage children to persevere and develop good learning habits
- Help – we recognise the importance of support from staff, peers and families
- Inspire – homework aims to spark curiosity and enjoyment of learning
- Nurture – tasks are manageable, purposeful and supportive of wellbeing
- Excel – children are encouraged to take pride in improving their skills and knowledge

These principles guide both the quantity and quality of homework set across the school.

2. Aims of Homework

Homework at Brize Norton Primary School aims to:

- Reinforce and consolidate learning taking place in school
- Encourage independent learning and responsibility
- Develop strong partnerships between school and home
- Build confidence, resilience and a positive attitude to learning
- Support pupils in striving for personal excellence at their own level

Homework is not intended to cause stress or overload pupils or families and will always be appropriate to age and developmental stage.

3. Our Approach to Homework

Homework at Brize Norton Primary School:

- Is clearly linked to learning in school
- Focuses on core skills (reading, spelling, maths fluency)
- Increases gradually and appropriately as children move through the school
- Is non-punitive and supportive in nature
- Reflects individual needs, including SEND and family circumstances

4. Homework Expectations by Phase

BUCCANEERS – Early Years Foundation Stage (Reception)

In line with the EYFS Statutory Framework, learning in the Early Years is play-based and developmentally appropriate. There is no formal written homework in EYFS. Instead, the focus is on developing strong foundations through shared experiences, particularly reading.

Expectations:

- Children are asked to read with an adult five times a week
- From the start, children receive:
    - Phonics sounds and tricky words
    - A phonics reading book
    - A library book
- Parents record each reading session in the Reading Record
- As reading develops, discussion prompts are included in Reading Records
- Parents are invited to:
    - Make observations of learning at home across the year
    - Discuss the Word of the Week with their child

This supports our values of Help, Nurture and Inspire.

HURRICANES & HERCULES – Years 1, 2 and 3

Homework in Years 1–3 focuses on building consistency, confidence and core skills, in line with DfE time recommendations (approximately up to 1 hour per week, including reading).

Expectations:

- Reading:
    - Children should read five times a week to an adult
    - Parents complete the Reading Record with:
        - Date
        - Pages read
        - Comments are optional
- Spelling / Phonics:
    - Weekly focus sent home
    - Parents support children using the attached activity
- Maths:
    - One weekly consolidation activity
    - In Years 2 and 3, a multiplication tables activity is also set

This supports children to Strive, Help and Excel.

VOYAGERS & FALCONS – Years 4, 5 and 6

Homework in Upper Key Stage 2 supports increasing independence and readiness for secondary education, while remaining mindful of workload and wellbeing. This aligns with previous DfE guidance of around 1–1.5 hours per week, including reading.

Expectations:

- Reading:
  - Children should read five times a week
  - Children record reading in their diary, including:
    - Date
    - Pages read
    - Book title
    - Comments are optional
- Spelling:
  - Weekly spelling focus with a related task
- Maths:
  - Regular practice of:
    - Instant recall of multiplication tables
    - Associated division facts
  - One weekly reinforcement maths task
- Additional Tasks:
  - May be set at times to further support or extend learning

This reflects our commitment to Strive, Inspire and Excel.

5. Roles and Responsibilities

Pupils

- Complete homework to the best of their ability
- Develop independence and responsibility
- Ask for help when needed

Parents and Carers

- Encourage and support, without completing work for the child
- Maintain positive routines around homework
- Communicate with teachers if issues arise

Teachers

- Set meaningful, inclusive and clearly explained tasks
- Ensure homework consolidates rather than introduces new learning
- Be flexible where individual circumstances require

6. Wellbeing and Inclusion

In line with EEF guidance, we recognise that some pupils may not have easy access to quiet spaces or resources at home. Homework expectations will be adapted as needed, and support will always be offered.

Homework should never undermine confidence, wellbeing or family life. Where homework becomes a concern, parents are encouraged to speak with the class teacher.

7. Monitoring and Review

This policy will be reviewed annually to ensure it:

- Reflects current national guidance
- Aligns with Brize Norton Primary School's values
- Continues to meet the needs of our pupils and families

Appendix A

Xxxx Class Homework
Term xx Week xx
Year xx

English - Spelling

Maths

Please ensure all homework books are handed in each **Monday** along with your reading journals**. They will be checked and returned on a Monday.** Please could reading journals be brought into school **daily** so we can monitor progress throughout the week.
Any questions or problems, please let me know before the hand in day and I will be happy to help.

Many Thanks,

Termly Topic Project Task due on _____

Parents and carers please sign to confirm your child has completed all the homework tasks requested.

- Spelling
- Reading (5 times)
- Maths

Signed_____

Please add any further feedback which may be helpful for xxxx to know: