

Bishops' C of E & R C Primary School



'Live Fully, Laugh Often, Learn Deeply, Love as God Loves You.....and Let Your Light Shine!

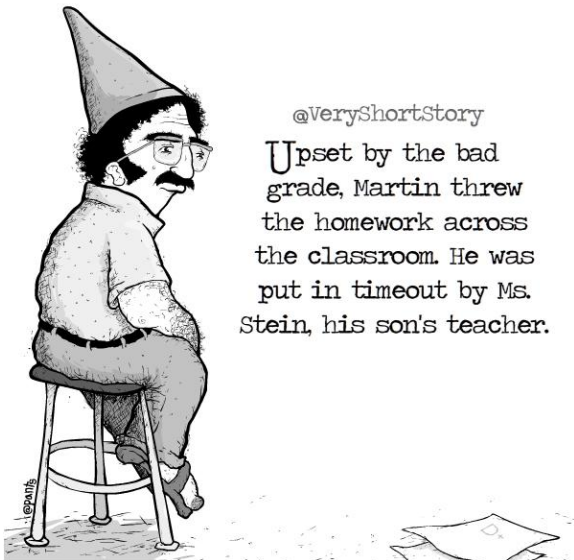
HOMework POLICY

The Policy was formally adopted by the Governing Board on:	Date: Summer 2026	Next Review Date: Summer 2029
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Homework at The Bishops'

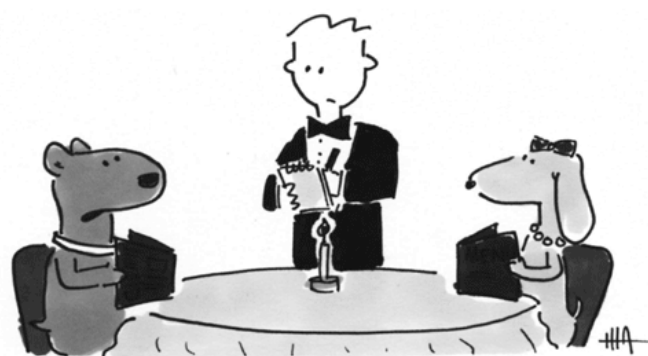


Some guidance and our policy – trying to make this an opportunity for family time and learning rather than a time of stress and confrontation.



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"We'll both have the homework."

The Bishops' C of E and RC Primary School

HOMEWORK POLICY

At The Bishops' School we aspire for every child to reach, as far as they are able, their potential. Homework is a holistic way for children to develop habits of learning beyond the classroom and to be involved in learning with their parents and carers who continue to be their teachers and role models throughout their primary years.

RATIONALE

'Homework is not an optional extra, but an essential part of good education.' (White paper 'Excellence in schools 1997')

PURPOSES OF HOMEWORK

At The Bishops' Primary School we see the purposes of homework as:

- A reinforcement of learning
- An example of positive home/school working relationships
- An opportunity for focussed time for consolidating learning
- A means of widening and deepening a child's understanding
- A means of developing study skills and concentration
- A means of celebrating a child's success
- An attempt to encourage children to persevere with challenging tasks
- An opportunity for parents to share in the learning process and methods used to promote this.

LEARNING SUPPORT

LSAs will, on occasion, provide appropriate homework activities for children.

These activities have been devised to encourage children to become more confident and proficient at reading, writing and number work. Some of these activities are in game form and are particularly useful for increasing concentration, developing fine motor control and training the short- term memory span.

PROGRESSION

It is clear that the type of homework needs to develop as the children move through the school, although certain aspects of learning are likely to remain the same. In particular the development of reading will be an ongoing path towards full mastery of the skill. Similarly, the need to research information is likely to feature in work at home for all children, but the method of data collection will be different according to age and ability.

Foundation Stage – Homework Policy

In Foundation Stage, homework includes **daily reading** and **weekly optional activities** relating to year group topics, Literacy and Mathematics. These activities are emailed directly to parents each week.

Daily reading can include parents reading to their children and discussing what they have read but often involves children reading to their parents. Children read their banded school reading book as well as new sounds and keywords listed in their Phonics Log. In addition to this, each child chooses a library book on a weekly basis to encourage continued family reading.

Weekly optional activities are encouraged by teaching staff and celebrated and shared if a pupil brings their work back to school. Activities include topical research and art, practical mathematics and letter formation work sheets. They also include additional phonics/ reading based activities.

In the Foundation Stage, parents are encouraged to contribute towards their child's Busy Book (record of learning) which may include Wow Vouchers. These vouchers share children's learning achievements at home and are shared in school. They may relate to current learning in school but can also relate to more general achievements (e.g. riding a bike for the first time without stabilisers).

KEY STAGE ONE

- Reading regularly with parents – daily
- Phonics and spelling activities – daily
- English, Maths or Science activity/ work related to current topics

KEY STAGE TWO

In Key Stage Two there is an opportunity to develop children's love of learning through deeper research projects and, where appropriate, greater choice in content and presentation. There are also regular, weekly, expectations for all children (not all of these will be *every week*):

- Spelling practice – children may be set words to practise at home following a spelling convention or a few 'Hard to spell' year group words
- Daily reading
- Regular times tables practice – both multiplication and division
- Topic work or English homework which may be linked to the topic
- Maths work which may include learning number facts until these are very well known

Key Stage One/Two

Whenever appropriate homework is differentiated.

We show that we value the work children do out of school by acknowledging it and ensuring that the children know that it is important for them to undertake the work. It is part of the Home-School Agreement that children do their homework and that parents and carers support them in this.

The arrangements for setting and handing in homework are explained in the termly class letters as well as the class meeting at the start of each academic year.

Some Guidance – some of which may be helpful

- Set aside a specified — and limited — time for homework. This may be daily or weekly according to the age and temperament of your child. It could be a homework hour, or for younger children, half an hour or less.
- For most children, immediately after school is not the best time for homework. This is a time for sports, for music and drama, and free play.
- During the homework time, all electronics are turned off — for the entire family.
- Work is done in a communal place, at the kitchen or dining room table. Contrary to older conventional wisdom, most primary school children are able to work more much effectively in a common area, with an adult and even other children present, than in the “quiet” of their rooms.
- Parents may do their own “homework” during this time, but they are present and continually available to help, to offer encouragement, and to answer children’s questions. Your goal is to create, to the extent possible, a library atmosphere in your home, again, for a specified and limited period of time. Ideally, therefore, parents could aim, perhaps, to avoid making or receiving telephone calls during this time. And when homework is done, there is time for play!
- Begin with a reasonable — a doable — amount of time set aside for homework. If your child is unable to work for 20 minutes, begin with 10 minutes. Then try 15 minutes the next week. Acknowledge every effort, however small.
- Be positive and give frequent encouragement. Make note of every improvement, not every mistake.
- Be generous with your praise. Praise their effort, not their innate ability. But do not be afraid of praise.
- Anticipate setbacks. After a difficult day, reset for the following day.
- Give them time. A child’s difficulty completing homework begins as a problem of frustration and discouragement, but it is then complicated by defiant attitudes and feelings of unfairness. A homework plan will begin to reduce these defiant attitudes, but this will not happen overnight.

Most families have found these suggestions helpful, especially for primary school children. Establishing a homework time allows parents to move away from a language of threats (“If you don’t ... you won’t be able to ...”) to a language of opportunities (“When” or “As soon as” you have finished ... we’ll have a chance to ...”).

Of course, for many hurried families, there are complications and potential glitches in implementing any homework plan. It is often difficult, with children’s many activities, to find a consistent time for homework. Some flexibility — some amendments to the plan — may be required. But we should not use the complications of scheduling or other competing demands as an excuse, a reason not to establish the structure of a reasonable homework routine.

I hope that this is helpful and realistic

CONCLUSION

At The Bishops' Primary School, we firmly believe that children should be encouraged to work hard and play well both inside and outside the school. We rejoice in the individuality of every person in the school and share in individual strengths, whether they are artistic, sporting, intellectual or creative. We encourage children to use their senses and their innate resourcefulness to learn more about the world in which they live. Libraries, information centres, museums, people from different generations and cultures all have their part to play and we encourage all learning and interests which develop children's skills, personalities and love of life.