

Raeburn Primary School Homework Policy January 2026



1 Introduction

1.1 Homework is anything children do outside the normal school day that contributes to their learning, in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support the children's learning. For example, parents who spend time reading stories to their children before bedtime are helping with homework.

2 Rationale for homework

2.1 There are a range of opinions around the importance and effectiveness of homework. Well-planned, relevant, regular, short activities can support learning done at school.

2.2 Our school has decided to continue to set homework but in a way that best utilises the time for both teachers and families, using it as a tool to preview and consolidate learning.

2.3 We see homework as an example of cooperation between teachers and parents. One of the aims of our teaching is for children to develop as independent learners and we believe that doing homework is one of the ways in which children can acquire the skill of independent learning.

2.4 We acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the activities of various out of school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school and we believe they develop their interests and skills to the fullest only when parents encourage them to make maximum use of the opportunities available outside school.

3 Aims and objectives

3.1 The aims and objectives of homework within our school are:

- a)** to help pupils develop the skills of an independent learner;
- b)** to promote cooperation between home and school in supporting each child's learning; **c)** to preview forthcoming learning;
- d)** to provide educational experiences not possible in school;
- e)** to consolidate and reinforce the learning done in school and to allow children to practice skills taught in lessons;
- f)** to help children develop good work habits for the future.

4 Homework schedule

4.1 We set a variety of homework activities. These can be separated into on-going homework activities and specific pieces related to work being studied in class. The homework schedule is set out in **APPENDIX A**

4.2 On-going homework might include spellings (and or) handwriting and reading. We set this homework routinely and allows children to consolidate and reinforce the learning done in school through practice at home. Homework may be commented on in the child's end of year report.

4.3 Examples of specific work would include asking children to find and collect things that we then use in science lessons and independent research activities (for instance on an aspect of Egyptian life). Occasionally we may ask children to take work home that they have started in school, when we believe that they could benefit from spending further time on it. When we ask children to study a topic, or to research a particular subject, we encourage them to use not only the school library but also the local library, as well as the Internet. We also set homework as a means of helping the children to revise for examinations as well as to ensure that prior learning has been understood.

5 Amount of homework and timescales

5.1 As they move through the school, we increase the amount of homework that we give the children.

5.2 In Key Stage 1 and Key Stage 2 children bring home reading diaries in which we ask parents to log their five reads during

the week, using the school levelled books. Additional reads for pleasure can also be logged in the diary in a specific section. These 5 reads are then logged in class towards the Reading League.

5.3 Reading is ongoing homework and should be practised each night. Daily reading is the single most important home learning that children can do and studies show that it has the most impact on academic achievement. It is the school's expectation that **all children read five times a week**. We expect this to be the levelled school reading book. In addition, we encourage the reading of other books. This can take the form of reading aloud, silent reading or being read to. These reads however cannot be used as part of the Reading League.

6 Inclusion and homework

6.1 We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child and we endeavour to adapt any task set so that all children can contribute in a positive way. We value and celebrate the cultural diversity of our pupils and their families and we appreciate the enrichment that this brings.

7 The role of parents

7.1 Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We ask that parents encourage their children to 'have a go' before helping them. Parents should provide children with the sort of environment that allows children to do their best. They can support their child by providing a good working space at home, by enabling their child to visit the library regularly and by discussing the work that their child is doing.

7.2 We encourage our children to read stories each week and request that parents/carers support their child with this. We expect the diary to be completed and signed by an adult each week as a record of your child's reading at home. Reading diaries will be acknowledged by a member of staff weekly.

7.3 If parents have any questions about homework, they should, in the first instance, contact the child's class teacher.

8 Use of ICT

8.1 The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home

and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by merely downloading and printing out something that has been written by somebody else.

8.2 There are many websites containing highly educational material which can have a powerful effect on children's learning. Parents are advised always to supervise their child's access to the Internet.

8.3 We discourage children from bringing USB sticks into school, because of the risk of viruses. However, when appropriate, work in electronic format may be emailed to the school by prior arrangement.

9. Encouragement to complete homework

9.1 Notwithstanding the research referred to in section 2, when staff set homework we expect it to be interesting and relevant. Consequently, we expect it to be completed. We ask that parents and carers support us in this.

9.2 When homework is completed, we expect our staff to acknowledge this. Acknowledgement may be in the form of a comment, a sticker, recognition in class or assembly or perhaps putting the pieces of work on display in the classroom or communal areas. There is no expectation for teachers to provide written feedback on homework.

9.3 There is an expectation that homework is completed at home. When specific homework tasks with a deadline are set, these must be completed. If they are not completed on time, children will be required to complete these during the school day which may fall during break times.

10.0 This policy will be reviewed as required.

APPENDIX

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
o n g o i n g h o r m e w o r k	Daily reading (approximately 15 minutes per day) choice from class library	Daily reading (approximately 15 minutes per day) related to RWI and choice from class Library	Daily reading (approximately 15 minutes per day) related to RWI/Class passport and choice from class library	Daily reading (approximately 15 minutes per day) related to RWI/Class passport and choice from class library/home	Daily reading (approximately 15 minutes per day) related to RWI/Class passport and choice from class library/home	Daily reading (approximately 15 minutes per day) related to RWI/Class passport and choice from class library/home	Daily reading (approximately 15 minutes per day) related to RWI/Class passport and choice from class library/home	Daily reading (approximately 15 minutes per day) related to RWI/Class passport and choice from class library/home
	Online number fact revision (approximately 20 minutes per week) using NumBots	Online number fact revision (approximately 20 minutes per week) using NumBots	Online number fact revision (approximately 30 minutes per week) using NumBots and/or Times Tables	Online number fact revision (approximately 30 minutes per week) using Times Tables Rockstars	Online number fact revision (approximately 30 minutes per week) using Times Tables Rockstars	Online number fact revision (approximately 30 minutes per week) using Times Tables Rockstars	Online number fact revision (approximately 30 minutes per week) using Times Tables Rockstars	Online number fact revision (approximately 30 minutes per week) using Times Tables Rockstars

				Rockstars				
		Common Exception Words are sent home each week for learning.	Common Exception Words are sent home each week for learning.	Weekly spelling lists are sent home and tested the following week. Oxford Owl can be accessed to review spelling patterns.	Weekly spelling lists are sent home and tested the following week. Oxford Owl can be accessed to review spelling patterns.	Weekly spelling lists are sent home and tested the following week. Oxford Owl can be accessed to review spelling patterns.	Weekly spelling lists are sent home and tested the following week. Oxford Owl can be accessed to review spelling patterns.	Weekly spelling lists are sent home and tested the following week. Oxford Owl can be accessed to review spelling patterns.
					Weekly Maths, SPAG or Reading comprehension tasks are set.	Weekly Maths and SPAG or Reading comprehension tasks are set.	Weekly Maths, SPAG and Reading comprehension tasks are set.	
	Children will be given suggested tasks to	Children will be given work to introduce them to forthcoming studies at least once during the half term. This may include research and the opportunity to preview important content and build critical background knowledge.						

		complete with their family via Tapestry.					
s p e c i f i c h o m e w o r k	None						Maths and SPaG workbooks will be sent home weekly from Spring 1.