



**Burnham on Crouch
Primary School**
Connected to our world

HOMEWORK POLICY

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Advised to Governing Body: Autumn 2026
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Burnham-on-Crouch Primary School

Homework Policy

1. Introduction

This Homework Policy has been developed in the light of feedback from parents, carers, children and staff. It sets out the expectations for homework across Burnham-on-Crouch Primary School and aims to ensure that homework is purposeful, manageable, consistent and supportive of pupils' learning.

We believe that homework should complement the learning that takes place in school. It should provide opportunities for pupils to practise and consolidate important knowledge and skills, develop positive learning habits and, where appropriate, extend their learning beyond the classroom. Homework is an important part of our partnership with families, but we also recognise the importance of children having time to play, relax, participate in sport and creative activities, and spend time with their families.

2. Aims of Homework

At Burnham-on-Crouch Primary School, we believe that homework should:

- be purposeful, challenging and appropriate to the age, stage and ability of each pupil;
- consolidate and reinforce learning undertaken in school and deepen understanding;
- reinforce key knowledge and skills in English, mathematics and other curriculum areas;
- support pupils in developing independence, organisation and positive learning habits;
- provide opportunities for pupils to practise essential knowledge, including spelling, reading and number facts;
- encourage pupils to take increasing responsibility for their own learning;
- provide opportunities for parents and carers to understand and support their child's learning;
- help pupils develop the routines and study habits that will support them as they progress through school and towards secondary education;
- raise achievement by providing additional opportunities to practise and apply learning.

3. Our Approach to Homework

Our revised homework approach places the emphasis on learning, practice and positive engagement rather than punishment. Pupils are expected to complete the homework set for them because it is intended to support their learning and progress. However, failure to complete homework will not result in pupils being punished or routinely losing their break or lunchtime.

Teachers will monitor completion and engagement of homework weekly. Where homework is not completed, the school will seek to understand the reason and work constructively with the pupil and family.

Homework is set every Wednesday and should be completed and returned to school by Wednesday morning of the following week. This gives families flexibility to complete activities at a suitable time during the week.

4. Weekly Homework Expectations

4.1 Spellings

Ten spellings will be set each week. The spelling list will be carefully selected and differentiated to provide an appropriate level of challenge while ensuring that all pupils have opportunities to experience success.

- Spellings may include common exception words and words from statutory or other government spelling lists appropriate to the pupil's year group.
- At the beginning of a spelling sequence, some very familiar or basic words may be included to build confidence and provide success for all pupils.
- The middle and later words will normally increase in difficulty so that pupils are appropriately challenged.
- Where appropriate, teachers may include words that pupils have been identified as spelling incorrectly in their independent writing.
- Spelling lists will reflect the patterns, rules and vocabulary being taught in class where appropriate.
- Teachers will record pupils' spelling scores and use these to monitor progress and inform future teaching.

4.2 Reading

Reading remains a core expectation for every pupil. Children are expected to read every day, ideally for at least 15 minutes, with an adult supporting and discussing reading where appropriate.

To encourage regular reading, pupils who read on at least five days during the week will receive a raffle ticket. A book will be awarded, per class, to a winning pupil twice each half term. The purpose of this incentive is to celebrate and encourage positive reading habits.

Parents and carers are encouraged to talk about books, ask questions, listen to their child read where appropriate and celebrate their child's reading. Reading should be a positive experience and the school will work with families where regular reading is proving difficult.

4.3 Mathematics and Times Tables

Pupils are expected to complete a minimum of 20 minutes of Times Tables Rock Stars (TTRockStars) practice each week. This regular practice is intended to build fluency and recall of multiplication and related division facts.

Class teachers will monitor engagement with TTRockStars and use information from pupils' practice and progress to inform teaching and identify where additional support or challenge may be appropriate.

Additional mathematics homework may also be set where appropriate. This will normally relate directly to the area of mathematics being taught that week and will be used to reinforce, practise or apply learning from class.

5. Half-Termly Home Learning Projects

Once each half term, pupils will be given a home learning project linked to a Foundation Subject or other curriculum area being studied in school. These projects are designed to encourage curiosity, creativity, research and the application of knowledge beyond the classroom.

Projects may take a variety of forms and will be designed to give pupils an opportunity to work with their families where appropriate. For example, if a class is studying volcanoes in geography, pupils may be asked to research volcanoes and create a model volcano at home.

Pupils will have opportunities to share and celebrate their projects in assemblies. This provides a meaningful audience for pupils' work and allows children to learn from and celebrate the work of their peers.

6. Homework Across the School

Homework expectations will increase gradually as pupils move through the school. Teachers will take account of pupils' age, stage, individual needs and the demands of the curriculum when setting homework.

7. Early Years Foundation Stage

Reception pupils will receive age-appropriate home learning activities. These will support the learning taking place in school and may include opportunities to practise early reading, phonics, number skills and aspects of the wider curriculum.

Activities will be designed to be manageable and engaging for young children and should be completed with appropriate support from parents or carers.

8. Differentiation and Inclusion

Homework will be appropriate to pupils' individual needs. Teachers will differentiate tasks where necessary so that pupils can access homework successfully and experience an appropriate level of challenge.

Reasonable adjustments will be made for pupils with special educational needs and/or disabilities where required. The school recognises that pupils have different circumstances and levels of support available at home, and teachers will take this into account when discussing homework with families.

9. Roles and Responsibilities

9.1 Role of the Governing Body

- To support the school in establishing an effective approach to homework.
- To delegate appropriate responsibility for the development, implementation and review of this policy to the Headteacher and relevant committee.
- To receive information about the effectiveness of the policy where appropriate.

9.2 Role of the Headteacher

- To promote the importance of purposeful homework and ensure that the policy is implemented consistently.
- To ensure that homework expectations are communicated clearly to staff, pupils and parents/carers.
- To monitor the implementation and effectiveness of the policy.
- To provide supportive guidance to staff and families where appropriate.
- To keep up to date with developments and evidence relating to effective homework practice.

9.3 Role of Teachers

- To set homework that is purposeful, appropriate and linked to pupils' learning.
- To ensure that homework is set on Wednesday and communicated clearly, with a return deadline of Wednesday morning.
- To differentiate homework where appropriate.

- To explain what pupils are expected to do and provide appropriate guidance.
- To monitor completion and engagement with homework, including spelling scores, reading participation and TTRockStars activity.
- To use information from homework to support teaching, identify misconceptions and celebrate pupils' effort and achievement.
- To communicate with parents/carers where there are persistent difficulties with homework.

9.4 Role of Pupils

- To take responsibility for completing homework to the best of their ability.
- To listen carefully to instructions and ask for help when they do not understand a task.
- To complete homework within the weekly timeframe and return it as requested.
- To take pride in their work and demonstrate the same positive attitude to learning that is expected in school.

9.5 Role of Parents and Carers

- To encourage their child to complete homework and develop positive learning habits.
- To provide encouragement, praise and appropriate support rather than completing the work on their child's behalf.
- To support regular reading and, where possible, discuss books and reading with their child.
- To encourage their child to complete their weekly TTRockStars practice.
- To provide a suitable, calm environment for homework where possible.
- To contact the class teacher if their child is experiencing significant difficulties with homework or if there are circumstances affecting their ability to complete it.
- To recognise that the purpose of homework is to support learning and to work positively with the school when difficulties arise.

10. Feedback, Recognition and Celebration

Homework will not necessarily be formally marked. Teachers will use a range of approaches to provide feedback and recognise pupils' effort, engagement and achievement.

- verbal feedback;
- written feedback where appropriate;
- class discussion and sharing of work;
- recognition of positive effort and achievement;
- celebration of reading through the weekly raffle;
- sharing and celebration of half-termly projects in assemblies.

The school believes that recognition should encourage pupils to develop positive attitudes towards learning and should reinforce the value of completing homework for their own progress.

11. Monitoring and Review

The effectiveness of this policy will be monitored by the Headteacher and Senior Leadership Team. Monitoring will consider the consistency of homework across year groups, pupil engagement, the impact on learning, feedback from staff, pupils and parents/carers, and the workload implications for pupils and staff.

The policy will be reviewed regularly and formally reviewed at least annually, or sooner where changes in school practice or national guidance make this necessary. Recommendations for improvement will be presented to the Governing Body as appropriate.

12. Summary of Current Homework Expectations

Area	Expectation	Monitoring / Celebration
	Set every Wednesday; return by Wednesday morning the following week.	Class teacher monitors completion and engagement.
Spellings	5-15 differentiated spellings each week, increasing in difficulty where appropriate.	Scores recorded by the class teacher.
Reading	Read every day, ideally for at least 15 minutes.	5 days' reading = raffle ticket; book prize twice each half term.
Times Tables Rock Stars/ NumBots/Busy Things	At least 20 minutes' practice each week.	Class teacher monitors activity and progress.
Additional maths	May be set to reinforce the current area of learning.	Used to support and inform learning.
Home learning project	One project each half term linked to a Foundation Subject.	Projects shared and celebrated in assembly.