BADSWORTH
CofE School

CARE – Prepare – Believe
'I can do all things through Him who strengthens me'
Philippians 4:13

Homework Policy and Guidelines
September 2026

At Badsworth Junior and Infant C of E School, we want homework to be a valued activity that helps children prepare for a brighter future. Our school vision drives all that we do and aim to use it as a tool so that everyone flourishes through the way we:

Consider **A**nd **R**espect **E**veryone as Jesus taught

Prepare for a bright future

Believe we can make a difference

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

Philippians 4:13

Our Homework regime provides all children, parents and carers with additional learning opportunities to grow, consolidate knowledge; enrich learning experiences and promote life-long learning outside of the classroom.

Point 3 of the Home-School agreement, which all parents sign on entry to our school states:

'I / We wholeheartedly support my / our child in homework and other opportunities for learning'.

This is a crucial statement as the home is a place where learning can be further embedded and consolidated.

Recent research - that combines and analyses the findings of a number of studies – suggest that homework has little positive benefit for the academic achievement of children of primary school age when it is quantity over quality, and when it causes stress and adds pressure to the home environment. Despite this, according to the Education Endowment Foundation, children still benefit from participating in quality tasks that link to the learning taking place in the classroom.

Our aim is to make homework more engaging, fun, creative and of interest to the child. It should also reinforce previously learnt material so children can enjoy using knowledge they already have.

Our homework regime consists of three parts:

1. On-going reading practice and learning of set phonetic and spelling rules or list of words.
2. Regular multiplication tables practice to support recall of number facts
3. Free choice activity or task set by class teacher.

Part 1

Part one of the homework focuses on the general expectation that reading is ongoing as a fundamental skill. We ask that Parents/Carers read to and listen to their children read as frequently as possible – especially those still at the crucial stage of learning and on staged reading books, or who have a SMTLP as agreed with the school's SENDCo.

Information and advice on reading at home and how best to support your child/children is available from staff if required.

Part 2

Part 2 of our homework regime is solely focused on equipping all children with the necessary understanding and fluency in key number facts.

Learning multiplication tables is a key skill that allows children to access many other aspects of mathematics with greater confidence.

Children from Year 2 have access to *'Times tables Rockstars'* through their individual log-in details. This is controlled by the class teacher and can be tailored to individual needs, targeting specific facts. Times Table Rockstars makes learning fun and rewarding and is proven to support children with their learning.

More support is available from the class teacher should any parent require it.

Part 3

Part 3 of the homework is child-led and where they have a choice, depending on their interests.
This aspect of homework is provided by teachers as an opportunity to further develop taught skills from both prior and current learning.

For these set homework tasks, a simple format, set at the beginning of each half term (see example 1 below), provides a range of tasks that will allow children to apply their skills in different ways whilst providing an element of choice which aims to allow children to respond and express their learning creatively. Children can choose tasks that interest them most.

Homework handed in will be rewarded by staff using the school's spotter system.

- 1 spotter per handed in piece of homework that meets the class teacher's expectation for that child.
- Bonus 5 spotters for completing a piece of homework each week of the half term.

As a general rule, we expect children to complete one round of homework per week.
This includes their assigned reading – inclusive of phonics practise where applicable, spellings practise and multiplication tables, as well as one task from the assigned year group specific child-led activities sheet.

Children not handing in homework will therefore not be rewarded but will equally not be punished - our aim is to inspire children to want to continue their learning at home and reward the additional efforts made whilst removing the stress of homework from those homes that are already busy. This approach to homework will positively reinforce those who are willing and able to put in the additional work.

Depending on the structure of the week, class teachers will allocate a day – made explicit on their half termly newsletters – for the handing in and sharing of homework tasks completed. Details of this will also be shared via the Google classroom.

As a general guide, the following will be applied throughout the school, although teachers will decide individually what tasks are of the utmost importance to certain individuals.

<table>
<tr><th colspan="4">Homework</th></tr>
<tr><th colspan="4">Weekly</th></tr>
<tr><th>Foundation Stage</th><th colspan="2">Year 1</th><th>Year 2</th></tr>
<tr><td>Floppy Phonics Reading Scheme Book
Floppy Phonics Flashcards
Floppy Phonics Worksheet</td><td colspan="2">Floppy Phonics Reading Scheme Book
Floppy Phonics Flashcards
Floppy Phonics Worksheet</td><td>Floppy Phonics Reading Scheme Book
Floppy Phonics Flashcards
Floppy Phonics Worksheet</td></tr>
<tr><th colspan="2">Years 3, 4 & 5</th><th colspan="2">YEAR 6</th></tr>
<tr><td colspan="2">Home Reading, Times tables & Spelling rules/words</td><td colspan="2">Home Reading, Times tables & Spelling rules/words.</td></tr>
<tr><th colspan="4">Consolidation opportunities and child-initiated learning tasks</th></tr>
<tr><th>Foundation Stage</th><th colspan="2">Key Stage 1</th><th>Key Stage 2.</th></tr>
<tr><td>Tasks set by class teacher that match prior and current learning</td><td colspan="2">Tasks set by class teacher that match prior and current learning</td><td>Tasks set by class teacher that match prior and current learning</td></tr>
</table>

Because homework tasks are valued by all, tasks and activities should be of a high quality.
Homework should be completed to the same standard as is expected in class, albeit at times with a little more creative license. The work should be well presented and any errors should be neatly corrected. Basic punctuation should be in place.

Example homework sheet

To complete 10 number addition sentences using Th H T O . **Completed:**	**To write a new blurb for your class/home reading book.** **Completed:**	**Mind map at least 10 facts you have read about Benin.** **Completed:**	**Show me what you think living in a mud hut in Ethiopia would be like.** **Completed:**
Using Chrome Music Lab, can you create a piece of music that makes you think of Solomon being out in Ethiopian wilderness **Completed:**	**Create a piece of art in your garden using only things you can find in your garden and take a picture for Google classroom.** **Completed:**	**Write down 5 questions you would like to find answers for about God.** **Completed:**	**Read a story/chapter to a younger sibling or relative** **Completed:**
Write a prayer for something that is happening in the world today. **Completed:**	**Create Top-Trumps cards for 3 different African animals based on what you can find out in an information book** **Completed:**	**Using the internet safely, find out as much as you can about Gary Hodges and his amazing pencil drawings.** **Completed:**	**Complete 10 subtraction number sentences using Th H T O** **Completed:**
Write a book review (Form is in class if you would like) for a book you have read at home **Completed:**	**To create a travel brochure for visiting Addis Ababa.** **Completed:**	**Bake/make something delicious with a grown-up and photograph it for Google Classroom.** **Completed:**	**Write an acrostic poem for your favourite African animal.** **Completed:**
Write down 10 adjectives correctly to describe Solomon. **Completed:**	**Complete 10 multiplication number sentences using the correct written method** **Completed:**	**Using scratch, can you code a simple game for your classmates to play?** **Completed:**	**Write/film a short conversation in French about asking for directions to a high street shop?** **Completed:**

The above table can be used by the child, parent and class teacher to monitor the tasks completed which will support the allocation of rewards.