



# **Homework Policy**

**2025-2026**

## **OUR TRUST'S PRAYER**

Heavenly Father

Let peace, friendship and love grow in our schools

Send the Holy Spirit to give:

Excellence to our learning

Love to our actions and

Joy to our worship

Guide us to help others

So that we may all

Learn, Love and Achieve, Together with Jesus.

Amen

## Our Christian Vision is:

*'Learning and growing together to achieve our best in the love of God'*

'Learning and growing together to achieve our best in the love of God' sums up our school vision and ethos that all children will have the opportunity to experience God's love and fulfil their potential across the curriculum, valuing themselves and others, living out our Christian values in order to make a positive difference in the world. This vision underpins our behaviour policy.

## Our School Aims

In order to prepare today's children for tomorrow's challenges, Rainford CE Primary Schools aims to achieve the following:

- Every child will be encouraged to understand the meaning and significance of faith, experience God's love and develop the spirituality to enable them to live out our Christian values of love, joy, peace, friendship, forgiveness, perseverance and justice
- Every child will achieve their full potential through being a highly motivated, resilient, and independent learner who embraces new experiences, has confidence to tackle challenges and go onto develop a lifelong love of learning.
- Every child will value themselves as a unique individual with special qualities and strengths developing self-discipline and honesty; taking responsibility for their own actions and appreciating their ability to make a positive difference in the world.
- Every child will appreciate and respect others, celebrate differences between individuals and groups and respect and care for God's creation and the environment.
- Every child will be encouraged to make healthy choices and appreciate the benefits of a healthy lifestyle.

In order to do this, we will constantly reflect the Christian ethos of our school in our relationships with our children, their families, our staff, the church and the wider community.

## What do we mean by homework at Rainford CE?

We define homework as 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/supported by teachers and parents/carers to support the children's learning.

## What is the purpose of homework at Rainford CE?

There are six key aims of setting homework:

- to enable pupils to make maximum progress in their academic and social development;
- to help pupils develop the skills of an independent learner;
- to promote cooperation between home and school in supporting each child's learning;
- to further enhance educational experiences provided in school;
- to consolidate and reinforce learning in school as children practise skills taught in lessons;
- to help children develop good work habits for the future and to prepare them for the homework expectations of high school.

## How is our approach to homework at Rainford CE linked to the latest academic research?

At all times, our aims are rooted in academic research, particularly that of the Education Endowment Fund (EEF) which states that,

*"Homework has an impact by enabling pupils to undertake independent learning to practice and consolidate skills, conduct in-depth inquiry, prepare for lessons or revise for exams."*

The EEF's evidence around research into effective homework suggests that,

*"How homework relates to learning during normal school time is important. In the most effective examples, homework was an integral part of learning, rather than an add-on."*

Staff and pupils at Rainford CE, therefore, regard homework as an integral part of the curriculum: it is planned and prepared alongside all other programmes

of learning. Consequently, our teachers specifically set homework which is directly linked to their current curriculum in class e.g. every child from Y1-Y6 practises spellings at home following the same spelling pattern which is being learned in school that week.

Furthermore, we acknowledge the EEF's positive findings around use of technology for homework tasks which states that,

*"[Homework] involving digital technology typically have greater impact (+ 6 months)."*

All of our pupils, therefore, have access to online platforms to access their homework, including but not restricted to EdShed (for spellings) and TTRS and NumBots (for maths).

## Homework expectations 2024-2025

	<b>Maths</b>	<b>Spelling</b>	<b>Reading</b>	<b>Other</b>
<b>Rec</b>	Spring and summer: 15 minutes on Numbots		Sound blending book when they can blend. This moves onto RWI books as they move through RWI groups	Video links for current Read Write Inc sounds
<b>Year 1</b>	At least 15 minutes on NumBots	At least 3 games on Spelling Shed based on the current week's spelling pattern rule being taught in class	Reading book linked to Read Write Inc phonics stage. Parents to sign reading record at least 5 times a week	Video links for current Read Write Inc sounds and handwriting
<b>Year 2</b>	Autumn: At least 30 minutes on NumBots  Spring and summer: 15 minutes on NumBots and 15 minutes on TTRS	At least 5 games on Spelling Shed based on the current week's spelling pattern rule being taught in class	Reading book linked to Read Write Inc phonics stage and Accelerated Reader, dependent on reading level. Parents to sign reading record at least 5 times a week	Video links for current Read Write Inc sounds and handwriting

<b>Year 3</b>	At least 30 minutes on Times Tables Rockstars	At least 5 games on Spelling Shed based on the current week's spelling pattern rule being taught in class  &  Optional Spelling Shed sheets	Reading book linked to Accelerated Reader ZPD level. Parents to sign reading record at least 5 times a week.	
<b>Year 4</b>	At least 30 minutes on Times Tables Rockstars	At least 5 games on Spelling Shed based on the current week's spelling pattern rule being taught in class  &  Optional Spelling Shed sheets	Reading book linked to Accelerated Reader ZPD level. Parents to sign reading record at least 5 times a week and children to start to write their own comments to reflect on the book.	
<b>Year 5</b>	1 piece of homework in mathematics CGP book (or an equally high-quality resource) linked to current learning in class	At least 5 games on Spelling Shed based on the current week's spelling pattern rule being taught in class  &  Optional Spelling Shed sheets	Reading book linked to Accelerated Reader ZPD level. Parents or pupils to sign reading record at least 5 times a week (3 of these to include pupils writing comments/reflections on the book).	1 piece of homework in English CGP book (or an equally high-quality resource) linked to current learning in class
<b>Year 6</b>	1 piece of homework in mathematics CGP book (or an equally high-quality resource) linked to current learning in class	At least 5 games on Spelling Shed based on the current week's spelling pattern rule being taught in class  &  Optional Spelling Shed sheets	Reading book linked to Accelerated Reader ZPD level. Parents or pupils to sign reading record at least 5 times a week (3 of these to include pupils writing comments/reflections on the book).	1 piece of homework in English CGP book (or an equally high-quality resource) linked to current learning in class

\*Please note that this may be different for Year 6 pupils as they prepare for their SATS tests

## How do we ensure that homework is inclusive for all children?

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 homework task so that all children can contribute in a positive way. When setting homework for those pupils with SEND or Helping Hands Plans, we consider their specific needs e.g. some children receive alternative spellings each week based on their individual target.

Furthermore, we ensure that barriers to home learning are addressed through supportive conversations with parents to ensure that they realise the importance of homework in their child knowing more and remembering more. Where issues arise around accessing online learning, appropriate support is provided by school through our weekly homework club in classrooms. Homework club involves 10minutes of spelling practise and children do not miss an entire breaktime.

## Roles and Responsibilities

### SLT

- Create an appropriate homework policy rooted in current academic research
- Monitor the implementation of the homework policy
- Ensure that appropriate resources are available to staff to set homework in accordance with the policy
- Ensure that appropriate resources/support are available from/in school for pupils who do not have electronic access to complete online homework tasks

### Class Teachers

- Set appropriately challenging homework for all pupils following the policy
- Ensure that children with additional needs are set appropriately scaffolded or amended tasks for homework
- Monitor and provide feedback on homework following whole school feedback policy

### Parents

- Encourage their child to complete the homework tasks that are set
- Help their children as and when they feel it to be necessary

- Provide them with the sort of environment that allows children to do their best
- If parents and carers have any questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the headteacher. Finally, if they wish to make a complaint about the school homework policy, or the way in which it is implemented, parents or carers should follow the complaints procedure.

### Children

- Children must complete the homework as directed by the teacher
- Children should talk to their teacher if they are struggling to access the homework

