



Homework Policy

Signed:	
	Scott Metcalfe - Chair of Governors

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Reviewed – November 2025	Next Review – September 2027
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1. Introduction

Broadway Junior School is committed to providing meaningful homework that supports, reinforces and extends learning. Our approach is informed by guidance from the Education Endowment Foundation (EEF), which defines homework as:

"Tasks given to pupils by their teachers to be completed outside of usual lessons. Homework activities vary significantly, particularly between younger and older pupils, including but not limited to home reading activities, longer projects or essays and more directed and focused work such as revision for tests."

EEF research suggests that the **quality of tasks** is more important than the **quantity** of work set, and that homework is most effective when it is clearly linked to classroom learning rather than as an additional standalone activity. Broadway Junior School's policy is designed with these principles in mind.

2. Aims of Homework at Broadway Junior School

Our homework aims to:

- Provide children with repeated, predictable and regular opportunities to practise **key, foundational skills**.
- Prioritise **quality** over quantity, ensuring tasks meaningfully support learning.
- Reinforce class learning and offer opportunities to **recap, review or revise** knowledge and skills.
- Develop the **home–school partnership** and strengthen child/parent relationships.
- Keep parents and carers informed about learning taking place in school.
- Consolidate and extend children's skills, knowledge and understanding.
- Encourage children to develop **independence**, self-discipline, motivation and confidence.
- Provide teachers with opportunities to **support and extend** individuals.
- Prepare children for the expectations of learning beyond primary school.
- Encourage children to share learning with parents/carers and promote parental engagement.

3. Homework Expectations by Subject

3.1 Reading

- Children are expected to **read at least five times per week** for a short period of time.
- Once a book is completed, children will have opportunities in school to quiz using the **Accelerated Reader** programme. Regular quizzing helps monitor progression in reading comprehension.
- Home reading should be recorded in the **Home Reading Diary** by the adult and/or the child. Reading diaries must be returned to school **every Monday**.

- Parents and carers are encouraged to write comments in the reading diary when listening to their child read.
- Year 6 pupils have access to **Reading Plus** and are expected to complete **five sessions weekly** (two of which may be completed in school).
- Broadway promotes a love of reading through incentives including:
 - *Starbooks Reading Café*
 - *Reader of the Week* awards
 - Accelerated Reader leader boards
 - Extra break times for consistent readers at the end of each half term

3.2 Spelling

- Children will receive a **half-termly spelling sheet** linked to work covered during daily Early Bird and English sessions.
- Spellings are adapted to meet individual needs and become progressively more challenging as children move through school.
- Parents are asked to support children with additional home practice.
- Weekly spelling tests take place on **Friday mornings**.

3.3 Maths

- Pupils are expected to complete weekly sessions on **Times Table Rockstars**, aimed at improving the automatic recall of times tables—an essential foundation for mathematical fluency.
- Year 6 pupils will also have access to **Sumdog**, where weekly teacher-set tasks will be provided.

4. Helping Children with Homework

We encourage parents/carers to support children with their homework. However, it is also important that teachers can see what the child can achieve independently. As children grow older, they should increasingly take responsibility for their own learning.

Parents who are unsure how to help are welcome to discuss this with their child's class teacher.

5. Feedback on Children's Homework

- Staff do not provide detailed feedback on homework tasks, as feedback is most effective **at the point of learning**, which occurs in school.
- Teachers cannot reliably judge how much assistance a child has received at home.
- **Motivational comments** may be used where appropriate.
- Children who complete weekly reading expectations will receive a **Positive Point**.
- Parents/carers are encouraged to speak to school staff if they have questions or concerns about homework.

- All pupils will receive homework appropriate to their stage of learning, interests, and the curriculum being taught.

6. Children with Special Educational Needs (SEN)

Homework for children with special educational needs or those identified as more able will be adapted appropriately. Tasks will:

- Be accessible at a variety of levels.
- Be differentiated where necessary to meet individual needs.
- Allow all children to engage in common activities where appropriate, while ensuring fair access and challenge.

7. Use of Generative Artificial Intelligence (AI)

Broadway Junior School recognises that AI tools are increasingly accessible and may support pupil learning. Tools such as ChatGPT and Google Bard can enhance research and help children explore new topics.

Permitted use

Pupils **may use AI tools**:

- As a **research support tool**, for gathering information or exploring ideas.
- To aid understanding of topics they are learning about.

Not permitted

Pupils **may not use AI tools**:

- During assessments.
- To write homework or class assignments where AI-generated text is presented as their own work.

Using AI to produce work that is submitted as the child's own is considered **plagiarism** and will be addressed in line with the school's behaviour and academic integrity expectations.

8. Monitoring and Review

This Homework Policy will be reviewed regularly by school leaders to ensure it remains aligned with current educational research, curriculum needs and feedback from pupils, parents and staff.