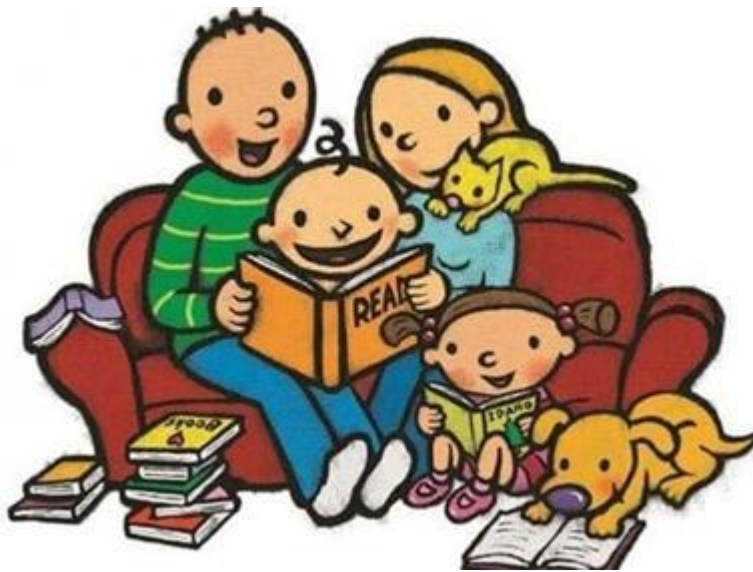




**St Mary's Primary School  
Banbridge**

# **Homework Policy**



**Updated January 2025**

**Our Vision**

**Safe. Valued. Empowered to Thrive.**

## Our Mission

We are dedicated to creating a **safe**, nurturing, and inclusive environment where every individual feels **valued**, respected, and empowered to reach their full potential.

We inspire a love of learning, foster a sense of belonging, and cultivate the skills, values and resilience needed to **thrive** in a diverse and ever-changing world.

## Core Values

Family  
Community  
Respect  
Resilience  
Kindness  
Tolerance  
Perseverance  
Responsibility

Our **Homework Policy** is designed to reinforce the safe, nurturing, and inclusive environment we strive to create in school. By setting clear, manageable expectations and providing appropriate support, we ensure that homework is a positive experience for all learners. This approach reflects our commitment to **family** and **kindness**, recognising the importance of home-school partnerships and the need to avoid unnecessary stress or pressure on pupils and families.

Homework is used as a tool to value each learner's individual progress and learning style. Our policy encourages differentiated tasks that are meaningful, accessible, and inclusive, ensuring that all pupils feel respected and capable. This aligns with our values of **respect**, **tolerance**, and **responsibility**, and supports the Northern Ireland ethos of promoting equity and inclusion in education.

We view homework as an opportunity to inspire a love of learning beyond the school day. By encouraging independent thinking, time management, and perseverance, our policy helps pupils develop the skills and resilience needed to

thrive in an ever-changing world. This reflects our values of **resilience**, **perseverance**, and **responsibility**, and supports the broader educational goal in Northern Ireland of preparing young people for lifelong learning and active citizenship.

## **Rationale**

Homework can be effective when it is an integral part of learning; it should be an extension of what is happening in the classroom. It fosters independence and organisational skills in pupils, reinforces learning and develops study habits. It provides adults at home with an insight as to how what their child is learning in class and how they are managing this learning.

Homework should be manageable in terms of time and level of difficulty. Different tasks may be assigned to different ability groups with individual learning styles catered for.

The quality of the task is more important than the quantity required from the pupil.

It is important to pupils that they receive feedback on homework activities, as this maximises the impact of the learning/task set.

At key stage 2, peer and self-assessment are an integral part of the assessment of homework tasks. This can encourage learner independence for older children alongside teacher marking.

## **Best practice when implementing homework:**

- Consider the quality of homework over the quantity.
- Use well-designed and varied tasks that are linked to classroom learning.
- Clearly set out the aims of homework to pupils.
- Understand and address any barriers to completion, such as access to a learning device or necessary resources.
- Explicitly teach independent learning strategies required for homework tasks.
- Provide quality feedback to improve pupil learning.
- Monitor the impact homework has on pupil engagement, progress, well-being, and attainment.
- Liaise with parents/cares as necessary.

- Parents will be contacted if a pattern of incomplete homeworks is identified.

## **Our Pupil Voice January 2025**

In consultation with pupils from Key stage 1 and 2, they were asked to convey their opinions on the practice of homework.

The feedback from the pupils is as follows:

- homework needs to be relevant.
- needs to be explained thoroughly.
- tasks need to be varied.
- more emphasis on topic work, creative tasks and not just literacy and numeracy.
- having set days for literacy and numeracy.
- more time for non-written homeworks such as, reading, spellings and tables.
- more time to experience extra-curricular activities.

**In response to this consultation homework tasks will be planned and set to reflect the pupil voice where possible.**

### **Homework tasks will:**

- be relevant to the classroom learning.
- be explained thoroughly.
- show a variety of tasks to include topic work and creative activities.
- have less focus on lengthy writing activities.
- set evenings aside for non-written homeworks.
- consider pupils' participation in extracurricular activities.

## **Homework Expectations**

### **Foundation Stage**

- Reading- parents and carers should listen to their child's reading every night and ask relevant questions to support comprehension development.

- High frequency words- practise reading these words to assist with reading fluency. Lexiacore 5, if assigned a licence.
- Spellings- practise writing the sounds you hear in a word. Primary 2 spelling test is every Thursday.
- Mathletics- 15 min sessions 3 nights/week to support the development of mental maths.

### **Key Stage 1**

- Reading- parents and carers should listen to their child's reading every night and ask relevant questions to support comprehension development.
- High frequency words- practise reading these words to assist with reading fluency. Lexiacore 5, if assigned a licence.
- Spellings- practise writing the sounds you hear in a word. Spelling test is every Thursday P1-3. P4 on a Friday.
- Mathletics- 15 min sessions 3 nights/week to support the development of mental maths.
- Mental Maths- Monday to Thursday.
- Written Homework- one night Primary 3, two nights Primary 4.
- Grow in Love- One evening/week.

### **Key Stage 2**

- Reading- parents and carers should listen to their child's reading every night and ask relevant questions to support comprehension development.
- High frequency words- practise reading these words to assist with reading fluency, where appropriate. Lexiacore 5, if assigned a licence.
- Spellings- practise writing spelling list. Spelling test is every Friday.
- Mathletics- 15 min sessions 3 nights per week to support the development of mental maths.
- Mental Maths- tables every night.
- Written Homework- 3 nights per week.

This policy will be reviewed in **January 2028**.