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Responsibility: SCF



FIDES et OPERA

BROMLEY
HIGH SCHOOL

G D S T
GIRLS' DAY SCHOOL TRUST

HOMework POLICY

Junior School and EYFS

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This policy applies to all pupils in the Junior School, including the EYFS.

Particular attention and reference is given to the needs of those children who are gifted and talented (AG&T) and have specific learning difficulties (LDD).

Our homework aims:

- to reinforce and extend learning
- to consolidate understanding of new skills or information
- to encourage self-motivated and independent learning
- to provide opportunities to develop the skills of research, enquiry and investigation

Good Practice

Teachers:

- Homework timetables and time allocation shared at Curriculum Evening and print outs of homework timetables stuck in pupil planners.
- Homework timetables and a clear explanation of the work set for the week with expectations, deadlines and opportunities for extension should be published on Google Classroom weekly
- Pupils should feel that homework is related to the work that they are covering in class and should be within the individual pupil's understanding with differentiated support and extension opportunities as appropriate to allow them to work independently
- Time should be taken to share clear expectations, including success criteria for each piece of homework with the girls, especially in EYFS and Prep classes.
- In Years 3-6 teachers need to ensure that the pupils check Google Classroom to see their homework 'To Do' list for the week.
- Teachers are encouraged to ensure homework is handed in on time and notify parents if work is persistently late or is not of the expected standard
- Homework should be marked and returned promptly against clear success criteria that pupils understand - this can be done in books or online. Verbal feedback is given including targeted questioning, interventions or reinforcement activities to address misconceptions in EYFS and KS1.
- Encourage parents to be involved in their daughter's learning and foster links between home and school by explaining the homework task clearly on Firefly

Parents:

- Ensure appropriate working conditions
- Check on Google Classroom to see what has been set
- Check the standard of content and presentation and sign Planners to acknowledge homework on a weekly basis. Parents may add a comment, either on the piece of work or in the Planner if necessary e.g. content was too difficult/easy, if time taken was too long
- Encourage pupils to use a range of resources to support their learning at home

Pupils:

- Complete homework to the best of their ability and treat work and books that are sent home with care

- Recognise the value of homework as a support to learning in school and use the opportunity to develop a regular pattern of independent learning.
- Take the opportunity to develop regular work ethic of independent learning
- Take the opportunity to use resources such as libraries, IT or personal contacts
- Hand in completed work on time

Progression

We recognise that the amount of homework set will vary according to the pupil's age. We establish a steady rate of progression from Reception to Year 6.

Pupils in Reception classes enjoy regular practical activities which should last about 10 minutes; with an equal focus on both English and mathematics.

Years 1 to 4 have regular English/topic, spellings and mathematics homework with the time allocated to complete tasks increasing each year.

In Years 5 and 6 pupils will have homework in English/topic, spellings, mathematics, science and modern foreign languages, not exceeding more than 3 hours in a week. Parents are asked to notify the school using the Planner, on the homework task or via email to the class teacher if homework is taking longer than the suggested time.

In all year groups regular reading is encouraged and the time spent on this will be appropriate to the age of the girls. Spelling patterns, High Frequency word lists and times tables learning will be ongoing weekly. EYFS and Years 1-6 use their Planners to record weekly reading. Years 5 & 6 have reading journals.

At times, instead of the regular homework, longer research-based tasks will also be set allowing pupils to plan and discipline themselves to complete their work by the set date. Guidelines are given at the beginning of these pieces of work and should clearly explain the marking criteria that will be used when assessing the work. An indication as to how much time should be spent on the task will be clear, together with some helpful ideas for starting points. Optional extension topic based homework may also be set to complement the work being completed in class. Details will be published on Google Classroom.

It is not usual to give homework during the holidays, but support work may be given to specified girls. Regular reading habits should be maintained and suggestions for extension tasks to enhance or prepare for a topic may be given on Google Classroom.