



Beaconhouse Private School Al Ain

HOMEWORK POLICY

2025-2026

(Reviewed in August 2025)

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1. Introduction:

At BPS we believe that homework is part of a good education: it provides the opportunity to practise, consolidate and reinforce skills and understanding from work done in school; it provides opportunities to explore something new and/or independently; it allows time to prepare something for the next lesson; it helps students to learn to manage their time and to be able to work independently which will help throughout their time at school and in the future. It is important in raising student achievement. Homework enhances student learning, improves achievement and develops students' study skills and as such is an integral part of the curriculum. It requires careful planning and integration into the scheme of work of each curriculum area.

2. Aims:

Through this policy we aim to:

- Ensure that parents are clear about what their child is expected to do.
- Ensure consistency of approach throughout the school.
- To use homework as a tool to help continue to raise standards of attainment.
- Improve the quality of the learning experience offered to students and to extend it beyond the classroom environment.
- Provide opportunities for parents, children and the school to work together in partnership in relation to children's learning.
- Encourage students and their parents to share and enjoy learning experiences.
- Reinforce work covered in class by providing further opportunities for individual learning.
- To practice or consolidate basic skills and knowledge, especially in Numeracy and Literacy.
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently.

3. The Nature of Homework:

It should be noted that homework can be set in many different forms with many different expectations and outcomes. It is important to remember that when expecting and setting homework there are a number of points to consider:

- The nature and type of homework changes throughout a student's school career.
- Amount and frequency of homework should increase as a student gets older but this may also vary through the school year and be appropriate to the ability of the child.

- Homework should not cause undue stress on the student, family or the teacher.
- It will not necessarily come in the form of a written task.
- Homework should be set regularly from the Foundation Stage to Year 6.

4. Recommended Time Allocation:

Homework should never be too onerous nor should it ever create stress within the student's family. If parents have any concerns, they should not hesitate to contact the school. Normally, more than one day will be allowed for the completion of a homework task, except where daily practice is to be encouraged e.g. reading, spelling and times tables.

5. Homework Tasks:

Listed below, for each Phase of BPS, are a number of example tasks and activities that might be given as homework. This is by no means an exhaustive list and is open to constant change, although many of these tasks and activities will be used on a regular basis. Homework activities will change to meet the needs of the students involved and activities that might be occurring in class. All homework tasks and activities will have a clear purpose and assist students in the process of their academic development.

Phase 1:

Foundation Stage These may include:

- Reading books and key words
- Counting up and down stairs, number of jumps, number of tins etc. etc.
- Reciting nursery and counting rhymes.
- Identification of shapes in the environment.
- Fastening and unfastening buttons and zips and tying shoelaces – getting dressed and undressed etc.

Year 1 and Year 2

These may include:

- Reading books and key words
- Learning spellings

- Learning number facts
- Literacy activities
- Numeracy activities
- Real life numeracy related problems e.g. shopping, car, bus and house numbers, use of T.V. remote control.

Phase 2:

Year 3 and Year 4

These may include:

- Reading
- Spellings
- Literacy activities
- Numeracy activities
- Handwriting practise

Year 5 and Year 6

They may include:

- Reading
- Learning spellings
- 'Talk Homework' that involves discussing the focus for a future piece of writing ▪
Handwriting practice
- Reading comprehension activities
- Planning pieces of writing
- Planning presentations
- Researching topics
- Learning Times Tables
- Learning number facts and number bonds
- Practicing calculation strategies learned in class

6. Role of the Class Teacher:

- To provide an explanation of homework tasks to children and, when necessary, parents and give guidance of how they might assist their child. This may be done by

a note with the work, at a preschool parents meeting or at an open evening if possible.

- To set up regular homework in an easily followed routine.
- To ensure that homework is set consistently across classes in the Year group.
- To set homework that takes equal and racial opportunities into account.
- To ensure any homework is purposeful and links directly to the curriculum being taught.
- To reward and praise children who regularly complete homework tasks.
- To mark homework appropriately, when necessary and give feedback to students.

N.B. Whilst there is a legal responsibility for a school to set homework on a regular basis, the school cannot enforce the completion of homework and therefore, will not punish children for failing to complete some, or all of their homework.

7. Role of the Principal and Governing

Body:

To check compliance of the Policy.

- To meet and talk with parents when appropriate.
- To discuss with staff how far the policy is being successfully implemented.

8. Role of Parents/Carers:

- To support the school by ensuring that their child attempts the homework.
- To provide a suitable place for their child to carry out their homework.
- To encourage and praise their child when they have completed their homework.
- To become actively involved and support their child with homework activities.
- To make it clear that they value homework and they support the school by explaining how it can help learning.

At BPS we are very keen for parents to support and help their children with homework. We take the view that children are likely to get more out of an activity if parents get involved as

long as they do not take over too much. However, there are times when we will want to see what children can do on their own. It is particularly important, as they get older, for children to become increasingly independent in their learning. If a parent is unsure about what their role should be, they should discuss it with their child's teacher.

9. General:

- Wherever possible staff should try to mark any homework that is returned by students. This will help to give the whole process of setting and completing homework a higher profile and status. It will also send out the message that homework is an important and valued aspect of school life. Marking homework is a way of keeping track of who has completed their homework, and giving them feedback on how well they have met the objectives of the work. However, marking may be done in a variety of forms, some of which will not be written. Feedback may be given to individual students, or to groups of students.
- If children are absent due to illness we will not send homework home. We would assume the child was too ill to work.
- If a child is absent for a length of time e.g. with a broken leg, the teacher and the parent will agree what should be done, how it should be marked and what sort of help needs to be given. **In such circumstances the teacher should consult the Principal first.**
- It is not possible to give homework when parents take holidays in term time.