



Bushes Primary School Homework Policy August 2026



Rationale

Homework is an important link between home and school and is viewed by many parents/carers to be relevant to their child's successful progress in school. It provides children with the opportunity to develop self-reliance, self-discipline, self-confidence and the ability to be responsible for their own learning. It also provides parents and carers with the opportunity to share and support in their child's learning process.

To be effective, homework should be interesting, purposeful, varied and reflect the pupil's age and ability. Homework can take many forms, and it will be issued on a regular basis.

This policy is based on Renfrewshire Council's policy and guidance. You can request a copy of this policy from the school office.

Aims

- To involve parents/carers in their child's learning in school and increase their awareness of their child's progress
- To allow for practice and consolidation of topics of learning covered in class
- To encourage and prepare children for independent learning

Methodology

There is a consistent approach to homework across the school. It will be set on a weekly basis, being issued at the beginning of the week.

It should be explained clearly and should be a consolidation of the work that the children are doing in class. As the children move through the school, they will be encouraged to plan their management of homework for the week ahead.

Homework will be issued as follows:

Primary 1

- Term 1 and beginning of Term 2 – pupils will be issued with photocopied booklets which will guide them to support their child's learning at home. This will include ways to support their child's knowledge of letters, sounds and numbers as well as how to improve fine motor skills.
- Term 2 - 4 – Each week, children will be set: 1 x Maths activity; 1 x Literacy activity; and reading practice.
- Homework, when completed, should be monitored and acknowledged by the teacher. This, for example, could take the form of an emoji (online); voice note (online); encouraging words; stamper etc.

Primary 2 – 7

- At the beginning of the school year, children will be given one Maths and one Literacy homework jotter to take home. This jotter should remain at home and can be used by children to record their work within.
- At the beginning of the school year, teachers will publish 1 x Spelling activity grid via our online communication platform. This will contain a variety of activities to practise spelling in an active way throughout the school year.
- At the beginning of each week, teachers will teach a set of new spelling words and then share these via our online communication platform. Pupils should utilise the spelling activity grid to practice these on a weekly basis.
- At the beginning of each week, teachers will publish 1 x Maths activity via our online communication platform. This activity will ask children to follow up on learning taught previously within the classroom. It could either be written or ICT based but will be differentiated to reflect the working level of each child.
- Teachers will regularly promote and encourage reading at home.
- On occasion, projects e.g. solo talks, research work etc. will be set by the teacher for the pupils to complete.
- Children should share completed work with their teacher either by bringing in their homework jotter or via our online communication platform.
- Homework, when completed, should be monitored and acknowledged by the teacher. This, for example, could take the form of an emoji (online); voice note (online); encouraging words; stamper etc.

Staff are aware that homework can be stressful for many families and children, and staff will respond appropriately and sensitively where it is not completed. Rewards for the completion of homework will not be administered by staff and children will not be highlighted for its non-completion. However, staff will promote the completion of homework to the class as a whole and regularly promote its benefits. Staff should consider and implement strategies to help children overcome any barriers they may have to completing homework.

Written communication regarding homework should be jargon free and in plain English. When requested, translations should be provided along with alternatives for the visually impaired or adults with literacy difficulties.

