Eaton House Belgravia Homework Policy

Homework

At Eaton House Belgravia, homework is an important part of the curriculum. It is designed to reinforce and practise learning from the classroom, develop independence and establish positive study habits. Homework expectations increase gradually as boys progress through the school, preparing them for the next stage of their education.

All boys are expected to read every day from a book selected by their class teacher. Parents are asked to support home reading and record it in their child's Reading Record Book.

Homework Expectations by Year Group

Year Group	Reading	Core Homework	Spellings	Additional Learning	Approximate Time
Kindergarten (EYFS)	Daily reading (10 minutes with adult support).	Autumn Term: one handwriting activity and one number formation activity each week. Spring & Summer Terms: one Literacy activity and one Mathematics activity each week.	Introduced from Spring 2, with weekly practice and assessments.	Practical, topic-based activities and optional holiday packs.	Daily reading plus two short weekly activities.
Year 1	Daily reading (10 minutes with adult support).	One English task and one Mathematics task each week.	Weekly spelling practice and assessment, including dictation.	Topic-based activities and optional holiday packs.	Approximately 20–30 minutes, twice a week, plus daily reading.
Year 2	Daily reading (15 minutes with adult support).	One English task, one Mathematics task and one creative or project task each week.	Weekly spelling practice and assessment, including dictation.	Atom Learning, curriculum-linked projects, research tasks and optional holiday activities.	Approximately 20–30 minutes, three times a week, plus daily reading.
Year 3	Daily reading (15 minutes with adult support).	Three English tasks, two Mathematics tasks, one Reasoning task, online learning throughout the week and written work at the weekend.	Weekly spelling practice and assessment, including dictation.	Regular Atom Learning, curriculum-linked projects and holiday challenges.	Approximately 40 minutes, four evenings a week, with additional written work at the weekend, plus daily reading.

Supporting Homework

Homework should be completed independently wherever possible, with encouragement and guidance from parents when needed. The suggested timings above are intended as a guide and will vary slightly from child to child. If homework is regularly taking significantly longer than expected, or a child is finding it particularly challenging, parents should speak to their child's class teacher.

Holiday Learning

During the school holidays, boys will be provided with holiday learning designed to consolidate key skills while encouraging curiosity and creativity. Activities may include curriculum-linked projects, research tasks and practical challenges that introduce upcoming topics, broaden knowledge of the wider world and encourage independent learning.

Purpose of Homework

Homework should consolidate what has been taught in class and provide pupils with meaningful opportunities to practise, reflect, and apply their learning. It should be:

Manageable at home: focused tasks that can be completed independently within the suggested time frame.

Consolidative, not excessive: building on the lesson, not introducing a heavy workload or new material.
Adaptable: where appropriate, tasks may be adjusted to encourage critical thinking, problem-solving, or creative application rather than simply repeating multiple similar questions.
Engaging: tasks should encourage reflection and ownership, helping pupils to make connections between their class learning and the wider world.

Marking of Homework and Classwork

All homework and classwork must be marked by the teacher.
Marking should include a comment and, where appropriate, a next step to support progress.
Homework should be checked for both effort and accuracy, with attention given to neatness and presentation.
Where a pupil has clearly mastered a topic, the homework may be adapted or extended to provide critical thinking or problem-solving opportunities. This should enrich the child's learning rather than simply increase the quantity of work.

Parental Support for Homework

Parents play a vital role in supporting children's learning at home. The following expectations, also outlined in the Parent Handbook, help establish consistent routines and positive learning habits:

Provide a quiet, well-lit area with a desk and chair for homework, free from distractions such as television or computer games.

Check the set homework daily and monitor the quality and effort shown. If work appears rushed or incomplete, parents are encouraged to review it with their child.

Homework expectations should be adapted where appropriate for pupils with SEND, EAL or other identified needs so that tasks remain accessible, purposeful and proportionate.

Show interest in the tasks by discussing them with your child while encouraging independence in completing the work.

Inform the class teacher if homework cannot be completed for any reason. If assistance has been provided at home, a brief note should be included so the teacher is aware.

Encourage neat presentation, good handwriting habits, and the correct pencil grip.

Reading Records

Parents are asked to sign the Reading Record each evening or morning to confirm that reading has taken place and to note any relevant comments on fluency, effort, or comprehension. This shared record allows teachers to monitor reading progress at home and school and ensures consistency in support.