



POLICY FOR HOMEWORK
2025

Homework Policy

1 - Introduction

- 1.1 Homework is anything that children do outside the normal school day that contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with homework.

2 - Rationale for homework

- 2.1 Homework is a very important part of a child's education and can add much to a child's development. We recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at school. Indeed, we see homework as an important way of establishing a successful dialogue between teachers and parents. One of the aims of our school is for children to develop as independent learners. We believe that homework is one of the main ways in which children can acquire the skill of independent learning.
- 2.2 Homework plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school. Homework also prepares children for their transition to secondary education.

3 - Aims and objectives

- 3.1 The aims and objectives of homework are:
- to enable pupils to maximize progress in their academic and social development;
 - to help pupils develop the skills of an independent learner;
 - to promote a partnership between home and school in supporting each child's learning;
 - to consolidate and reinforce learning done in school and to allow children to practise skills taught in lessons;
 - to help children develop good work habits for the future and to become 'high school ready'.
 - to learn new life skills.

4 - Types of homework – KS1 & KS2

- 4.1 We set homework in many different formats. Pupils can present and organise their homework in any way they see fit. The length of the homework is also of their own choosing provided the tasks are completed. The list below contains the curriculum areas on which homework will be based:
- Foundation and Core Subjects –
 - Foundation Stage Little Wandle, Phonics, Reading and Handwriting
 - KS1 Weekly Maths, English and other Curriculum Subjects
 - KS2 CGP Practise Books – Maths. SPAG and/or spellings
 - Key Skills (Handwriting, presentation, typing and word processing)

4.2 Additional Homework Tasks (not an exhaustive list)

- Spellings
- Super Readers Initiative (Reading records to be signed by parents as evidence)
- Sounds / Words
- Ormesby's Top 25 Life Skills
- Times Table Rock Stars
- Spag.com (Year 6 only)
- Spelling Shed
- Little Wandle Phonics
- Phonics Screening Practice
- Hit the Button Maths (E-Learning)
- Research Project
- Occasional Maths Monkey activities
- Occasional Literacy Mate activities
- Personalised support tasks as deemed necessary by the teacher and agreed with parents
- SATS Reading, Writing, GPS and Maths practice

5 – How long should homework last?

- 5.1 The amount of time spent on a homework task should vary depending on the task set and the age of the children. Children can choose when to complete their homework and are able to hand completed pieces in before the deadline if they so wish. Homework tasks are regularly alternated in order to ensure pupils can organise their workload and not feel overwhelmed at any point.

6 – Reading

- 6.1 We believe that reading at home to a parent or sibling is one of the most important activities that a child can do. It is also important for children to read to by others on a regular basis. A combination of these reads should be at least five times in a week. For younger children in Reception and Year 1, the expectation is to read a minimum of three times per week to their parents/carers.
- 6.2 It is encouraged that children from all year groups in Key Stage 2 will read at home every day. We recommend that the time spent reading increases as the child moves through the school. We consider a parental signature in the reading record book as proof of a child reading.

7- Pupils with Special Educational Needs

- 7.1 We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way.

8 - The role of parents

- 8.1 Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as they feel necessary, working together to provide them with the sort of environment that allows children to do their best. Parents can support their child by providing basic equipment, a good working space at home, by enabling their child to visit the library regularly, by discussing the work that their child is doing and hearing them read daily.
- 8.2 We ask parents to check the reading records and sign them each time a child reads at home (minimum of one signature per day).
- 8.3 If parents have any problems or questions about homework, they should, in the first instance, contact the child's Class Teacher. If their questions are unable to be resolved by the Teacher, they

should contact the Headteacher. Finally, if they wish to make a complaint about the school homework policy or the way it is implemented; parents should follow the Complaints Procedures.

9 – Sanctions for not completing homework

- 9.1 We expect that all homework that is set will be completed in the timeframe given and returned to school. To ensure that this is possible a homework catch up session will be available to all children during a break or lunchtime each week.
- 9.2 If children do not complete homework tasks on a regular basis the following sanctions will be used:
- A message home will be sent reminding parents about homework expectations. In the next half-term if homework is not handed in again by the set deadlines, parents will be invited in to resolve the issues.

10 - Monitoring and review

- 10.1 It is the responsibility of our Governing Body to agree and then monitor the school homework policy. Parents complete an annual questionnaire for school evaluation and arising issues are addressed. Parents complete a questionnaire during the school's OFSTED inspection, and our Governing Body pays careful consideration to any concern that is raised at that time, or in between OFSTED inspections, by any parent. Our Governing Body may, at any time, request from our Headteacher a report on the way homework is organised in our school.

This policy was written in September 2026 and taken to Governors.

This policy will be reviewed annually unless government legislation requires an earlier update.

Signed: (Headteacher)

Signed: (Chair of Governors)