

Homework Policy

What is it?

Homework encompasses a whole variety of activities instigated by teachers, parents and carers to support children's learning outside of the classroom/school day.

Why do we do it?

- To motivate and inspire learning beyond the classroom, instill a love of lifelong learning and enable children to "fly high".
- To encourage children to take more responsibility for their own learning and develop good working habits.
- To support or prepare for work in class.
- To involve parents in their children's learning and foster this partnership.
- To prepare older children for the transition to secondary school.

Principles

This policy is underpinned by educational research from the Education Endowment Foundation and other sources which state that:

"Homework can have a positive impact on learning when the tasks are well designed and linked to classroom learning, rather than an add on."

"The quality of the task set appears to be more important than the quantity of work required from a pupil."

Policy

- Children work incredibly hard during the school day. Therefore, teachers are expected to take into account children's well-being when setting homework.
- We are aware that children have different levels of support or resources at home and would help them accordingly.
- We acknowledge the important role of play and free time in a child's growth and development. We recognise that children should be able to take part in other activities outside the school day in order to develop fully in their own areas of interest, as well as spend valuable time with family and friends.
- To this end, frequent reading (both by and to your child) and regular number activities are the best way to support your child's learning. These fundamentals are the foundations or the basics that children need to learn such as keywords, spellings, number bonds, times tables and telling the time.
- They should be learnt and practised little and often and with regular repetition.
- Teachers are delighted to learn about how our children 'fly high like an eagle' and their successes in other aspects of their lives outside of the classroom and will seek to celebrate this in school.
- Homework should not place onerous demands on children or their parents and carers. We recognise the critical role that parents and carers play in their child's learning and we will always work to support parents and carers in supporting their child. A guide for parents and carers is available in Appendix 1.
- We recognise that homework can enhance pupils' learning when it is short, focused and relevant to current learning. Therefore, teachers might set preparatory work to support future learning in school or respond in a dynamic way to the learning that has already occurred and set homework to

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consolidate, support or challenge. In addition to this, teachers may give out more personalised homework to support children with their specific targets or gaps in their learning. This additional homework will be brief and highly focused.

- Our philosophy is that teachers prioritise time on the things that have the greatest impact on children's learning. Therefore, homework should not place onerous demands on teachers' time. We acknowledge the guidance from the Department of Education on Workload Challenge in reducing teacher workload.
- Teachers will endeavour to ensure that all children are able to work on the homework given and with increasing independence. If a child has SEND or EAL, then teachers will adapt the task so that pupils can contribute in a positive way. If children struggle with homework we encourage them to bring their work into school before the deadline and the teacher will find time to help them understand the task. Parents and carers are welcome to contact teachers about any issues regarding homework.
- When setting homework, due consideration will be given to ensure we comply with the Equality Act 2010. We try to make sure homework and activities are accessible to all children irrelevant of background; where resources, such as IT or art materials are needed, these can be borrowed or used in school.
- If homework is set, all children are expected to complete it or spend at least a reasonable amount of time on it. In Year 5 & 6, if this is not possible then time will be made available in school time for children to complete in order to prepare them for the expectations at secondary school.
- We expect children to maintain the same standards of presentation for homework as we set in school i.e. to use their best handwriting and a sharp pencil or pen.
- Time spent on homework should increase as children get older.
- Homework will be acknowledged in a timely fashion and recognition will be given for a child's effort.
- A challenge for pupils as they move to secondary school is that the homework comes on different days with different deadlines rather than a set piece on a set day. Therefore, to help prepare children for this transition, it is beneficial for homework in primary school to also be set in this way.
- Generally teachers should not set homework over school holidays.
- If a family takes a holiday in term time, it is not expected that teachers will prepare work for pupils to take with them.

Due regard was taken by carrying out an EqlA to consider the impact on protected groups. However, the impact of the proposal was positive (or at least neutral) for all.	Tick required: <input checked="" type="checkbox"/>	Date: 26 th June 2025
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Appendix 1: Parent & Carer Expectations and Guidance

- Whilst homework is set in Years 3 to 6 with an expectation for all children to complete it, for Years 1 & 2 we offer it as guidance only.
- Provide a quiet, calm space for children to work in with the relevant resources.
- Hear your child read aloud, ideally daily. Evidence clearly shows that the enjoyment of reading has a significant impact on the achievement of pupils.¹
- Read TO your child. A book that is slightly above the child's reading ability will develop good language, vocabulary and sentence structure and will also feed into their writing skills. This has shown to be highly beneficial² and is relevant for all ages and just as important when children can read themselves. Suggested book lists are on the website. Audio books can also support here.
- All reading experiences and activities are recorded in the school Reading Record/Journal by either parent or child. Make sure this is in school every day and it will be checked regularly.
- Keep practising the fundamentals little and often.
- Think creatively when supporting your child, particularly when learning the fundamentals which need over learning. Try alternative approaches such as games, using post-it notes around the house, special pens etc.
- Use websites/apps/computing, where it is appropriate and supportive.
- Check emails and the website regularly for updates and communication regarding homework. Use the year group resources on the website regularly (maths activities, red words and spelling lists, recommended reads and longer- term topic homework for years 3-6).
- For Years 3-6 feedback to teachers about how your child has engaged with and applied themselves to the topic homework using the feedback form (provided with the homework).
- Support your child with their homework, get involved but don't take over!
- Help your child manage the time they spend on homework. If they are enjoying it then keep going but do not force your child to keep slogging away if they are not engaged. Feedback to the class teacher if there is an issue.
- Encourage your child to join in other activities and clubs outside of the school day.

Appendix 2: Year Group Expectations

EYFS:

- Daily reading with Reading Record brought in each day. Practice of 'red words'.
- Regular Maths Numbots activity available via the app.

Years 1&2:

¹Clark (2011) in a large scale survey of over 18,000 young people found that those who reported enjoying reading very much were six times more likely than those who did not enjoy reading to read above the expected level for their age. Evidence from OECD (2002) found that reading enjoyment is more important for children's educational success than their family's socio-economic status. Clark and Rumbold (2006) argue that reading for pleasure could be one important way to help combat social exclusion and raise standards.

²Research from the Read On. Get On. Campaign by Newcastle University found that if a parent reads daily to her child at the age of 7 then at 11 the child is significantly ahead in language skills.

- Ideally children should read everyday. Our minimum expectation is that children should be reading five times a week and, from Year 2 upwards, record in their Reading Journal once a week.
- Practice the 'red words' and spelling pattern lists, which are available on the school website and accessed through the Spelling Shed login.
- Maths activities and a link to Numbots is available on the website.
- Preparatory or follow up work to support, consolidate or challenge pupils related to current work in class may be given to individuals or groups.
- Periodically, enrichment work is encouraged through weekly emails.

Years 3-6:

- Ideally children should read everyday. Our minimum expectation is that children should be reading five times a week and shared through their weekly 'Book Talk' sessions (for Y5&6, this is via Padlet once a week).
- Practice the 'red words' and spelling pattern lists, which are available on the school website and accessed through the Spelling Shed login.
- A short weekly 'Make it Stick' Maths homework is set each week with an optional extension task.
Y3&4 - via a Maths homework book
Y5&6 - via Google Classroom.
- Regular times table practice - this includes using Times Table Rock Stars (TTRS) online. This is particularly encouraged in Year 3&4 as children are embedding their times table knowledge. This will support their wider Maths learning and help with regular competitions in school.
- A Maths Guide is available on the website with links to support/model various strategies.
- Preparatory or follow up work to support, consolidate or challenge pupils related to current work in class may be given to individuals or groups.
- Topic work will be set at the start of each term encompassing a range of activities from which pupils are expected to select and complete a minimum number. This will normally involve one practical activity and one written activity.