

Policy title	Homework
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Status	Approved
Summary of change	Updated in terms of timing and expectations per year group

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1. Purpose/aims

The purpose of homework is to reinforce and develop the learning that takes place in the classroom and, where appropriate, prepare children for future learning. Homework also gives parents, carers and other adults the opportunity to become more involved in children's learning. Homework refers to any activity which pupils are asked to complete outside lesson time, either alone, collaboratively with peers or with parents/carers. It is used to further develop children as independent lifelong learners.

1.1 Homework Tasks

Homework is given weekly with expectations as to what children should complete and how long they should spend on homework detailed below. From time to time, homework may vary in response to a particular activity such as an educational visit. Homework content may be set as a written piece of homework or may include reading, games and activities to reinforce English, maths or other skills. For older children homework may include completing work set, finding out information, preparing a presentation, designing and/or making something, trying out a simple scientific experiment and solving problems.

1.2 EYFS

Children are encouraged to read or share books at home on a daily basis and complete any set texts/activities using 'Reading Eggs'. Children are set a weekly phonic and writing activity during the first term. During each school holiday, children will be asked to complete a short task based on their topic learning. The children are encouraged to complete the maths challenges on 'Numbots'. There are optional activities to support children's learning further can be provided if required.

1.3 Key Stage 1

Children are encouraged to read or share books at home on a daily basis and complete any set texts/activities using 'Reading Eggs'. Children should also practice their maths skills daily using 'Numbots'. Weekly homework activities will be communicated via 'Seesaw'.

In year one, children will receive a weekly phonic video during the Autumn term. From the start of the Spring term, a weekly phonic/reading activity will be set.

In year two, children will receive a weekly reading comprehension activity throughout the year. In addition, key words or spelling investigations based on National Curriculum spelling patterns will also be sent home. These should be practised in a fun way that supports retrieval.

1.4 Key Stage 2

Children are encouraged to read or share books at home on a daily basis and complete any set texts/activities using 'Reading Eggs'. Reading Journals are for children to celebrate their reading for pleasure rather than simply recording what the children have read. We encourage entries to be as simple or creative as children choose. It is a way for teachers to check in on what children are reading and enables teachers to recommend great books.

Homework tasks are set weekly in each class and the class teacher will specify the day that this is set and when it is due to be submitted. Children will receive a maths challenge/game weekly. These will alternate

between a paper-based task and a task set on the online platform 'Mathletics'. The tasks will either be based on the week's learning or, revise previously learnt content.

A weekly comprehension activity will be set by teachers. This will alternate between an activity from the online platform 'Reading Eggs' and a paper-based activity using 'Vocabulary Ninja Quick Comprehension'. In addition, key words or spelling investigations based on National Curriculum spelling patterns will also be sent home. These should be practised in a fun way that supports retrieval.

In Year 6, children are assigned 'SATS Buster' booklets for grammar, reading and maths. These are sent home in January. When these tasks are not assigned, children are asked to carry out topic research, complete 'Mathletics' challenges or reading comprehension tasks.

1.5 Timings and expectations

The amount of homework set will be determined by class teachers. However, the time spent on this should not be excessive. Below shows our expectations as a school as to how long children spend on homework:

- EYFS and KS1: around 20 minutes.
- Years 3 and 4: around 30 minutes
- Years 5 and 6: around 40 minutes.

These timings relate to all weekly activities and any homework set in the holidays.

Reading, spellings and maths skills (including multiplication tables) should be practised daily. There is no expectation to how long should be spent on these but we suggest around 5-10 minutes on each.

1.6 Feedback

The nature of the tasks set will determine whether the work is marked and how feedback is provided by the teacher, or if the children are required to use their work within the class learning or given the opportunity to share their project with the class. Teachers do not need to give detailed feedback for activities carried out on platforms that mark answers/work for children once they have completed it.

1.7 Presentation

Academy expectations of presentation should be followed in homework activities, including the use of cursive handwriting style and only pencils or handwriting pens should be used when writing.

1.8 Project Homework Grid

In KS2, children will be given a grid each term that includes up to nine activities linked to their project learning. These activities are **optional** should children wish to extend their knowledge/understanding of the project they are learning about in class. The majority of activities on the grid have been designed to link to one of the foundation subjects that are not normally included in weekly homework such as science, art, geography etc. There may also be activities linked to the core subjects. The grids will also include opportunities to work collaboratively with peers or using digital media. Finally, they also provide opportunities to turn the activity into a small project that can be carried out at home over the term should any children wish.

As these are optional and open-ended tasks, there is no expectation in regards how long children spend on them. This will completely depend on their engagement and enjoyment with the chosen task. There is also no expectation as to how many tasks children do from the grid should they choose to complete any.

1.9 Home School Diaries/Reading Records/Reading Journals

The Home School Diaries/Reading Records/Reading Journals improve home school links. In Key Stage 1 they are a means of communication between home and school. They are used as a reading log and is a space for teachers and parents/carers to write comments or send a message into school. In Key Stage 2 they are more often used as an aid for organisation.

1.9.1 Teachers will be expected to:

- Set appropriate homework
- Clearly explain all homework activities to children, showing them how to complete tasks where appropriate
- Provide appropriate phonics/spellings and times tables
- Collect and review homework, providing feedback to children where appropriate
- Review Home School Diaries/Reading Records/Reading Journals regularly

1.9.2 Children will be expected to:

- Read at home on a daily basis – in addition to the set homework
- Bring their Home School Diary/Reading Record/Reading Journal and reading book (if appropriate) to school every day
- Practise phonics/spellings and times tables as appropriate
- Complete their homework challenges at the same standard expected in school and hand it in on time

1.9.3 Parents will be expected to:

- Encourage their child to complete and hand their homework in on time, ensuring an acceptable standard of presentation and effort
- Support their child where appropriate
- Inform the teacher through the suitable communication of any problems, concerns or successes
- Review Home School Diaries/Reading Records/Reading Journals regularly and make comments on how they have supported their child's reading and homework

1.10 Incomplete homework

If children do not attempt weekly homework tasks, they may miss short periods of playtimes. If children have not completed all activities/tasks, teachers will decide if a sanction is necessary depending on how much has been attempted, previous completion of tasks etc. Children will not complete homework during the school day if it means missing whole class teaching and/or activities within lessons.

2. Legislation and statutory guidance

There are no legal obligations set upon schools to set homework. It is therefore up to schools to decide what they do when it comes to homework.

3. Roles and responsibilities

3.1 It is the responsibility of the Senior Leadership to:

- Regularly review and adapt/rewrite this policy where appropriate/necessary
- Effectively communicate the contents of the policy to teachers and provide training/support where necessary/appropriate
- Effectively communicate the contents of the policy to parents/carers and the wider school community
- Monitor the effectiveness of the policy

3.2 It is the responsibility of teachers to:

- Be aware of this policy and make themselves familiar with its content
- Consistently and accurately implement the policy in whichever Key Stage/year group they are working
- Make Senior Leadership aware of any areas where the policy is not effective/fit for purpose so that it can be reviewed

3.3 It is the responsibility of pupils/students (at a level appropriate to their age/ability) to:

- Regularly complete homework that is set for them by their teacher
- Complete homework to the best of their ability
- Communicate with their parents/carers about their homework e.g. difficulties, successes, what they want to complete from the optional grid etc
- Communicate with their teachers where necessary/appropriate e.g. seeking feedback, seeking support etc.

3.4 It is the responsibility of parents/carers to:

- Ensure they understand what is required of their children in regard homework
- Support their children where appropriate/necessary when completing homework
- Effectively communicate with their child's class teacher regarding successes and/or any issues in completing homework.

4 Procedures

The Senior Leadership Team will make all teachers aware of this policy through their communications with them. This will initially be through a professional development meeting where the details of the policy will be outlined along with the reasoning behind decisions made. The Senior Leadership Team will then ensure this policy is a part of any new teacher's induction.

5 Monitoring arrangements

This policy will be reviewed bi-annually by a member of the Senior Leadership Team. However, this

policy may be reviewed sooner if needed. This would be in response to feedback from children, parents and/or staff. It may also be as a result of observations by the Senior Leadership Team.

We will regularly monitor the implementation by staff of this policy to ensure that it is consistently used across the Academy. Any staff that are not consistent or accurate in its implementation, will receive further support and training where necessary/appropriate.

Finally, we will regularly monitor the impact of this policy upon children and parents/carers. This will be through homework produced, pupil voice and communication with parent/carers both formal and informal (emails, phone calls, meetings, Home School Diaries/Reading Records/Reading Journals, parents' evenings and discussions with parents/carers).

If necessary/appropriate, the monitoring of the policy will lead to a review.

6 Links with other policies

Teachers should refer to the Marking and Feedback Policy for further guidance when receiving homework.