



Homework Policy

Adopted: September 2025

Last reviewed on:

Nxt review due by: September 2026

1. Vision and Rationale

1.1 Purpose of Homework

- To consolidate, extend or preview learning undertaken in class.
- To foster independent learning, time management and self-discipline.
- To engage parents/carers in their child's education.
- To provide additional opportunities for personalised practise and mastery.

1.2 Educational Context

The DfE does not prescribe homework expectations (DfE "Homework - advice for schools and parents", 2012, archived guidance), but it remains a feature that many schools use to reinforce learning. Ofsted considers the effectiveness of homework as part of assessing the *Quality of Education*. The 2019 Ofsted Education Inspection Framework (EIF) states that inspectors will consider how well homework consolidates and extends learning (EIF, paragraph 224).

2. Policy Aims

- To ensure there is a consistent and coherent approach to homework across all year groups.
- To clarify the amount and type of homework pupils should receive.
- To set out roles and responsibilities for all stakeholders.
- To promote equality of access and provision for all pupils.

3. Guiding Principles

- **Consistency:** Homework is structured to have clear expectations across year groups.
- **Relevance:** Tasks are meaningful, directly linked to curriculum objectives, and designed to be achievable independently.
- **Equity:** Homework is accessible to all pupils regardless of background, learning needs or home circumstances.
- **Feedback:** Homework is acknowledged through feedback that supports pupil progress.

4. Roles and Responsibilities

4.1 School Leadership

- Establish and monitor a whole-school homework policy.
- Ensure staff training and time for reviewing homework practices.
- Evaluate the impact of homework on pupil outcomes.

4.2 Teachers

- Set homework in line with agreed policy.
- Ensure instructions are clear and tasks can be completed independently.
- Provide meaningful feedback.

4.3 Pupils

- Complete homework to the best of their ability and hand it in on time.
- Seek support when tasks are not understood.

4.4 Parents and Carers

- Encourage and support child's learning at home.
- Provide a conducive environment for completing homework.
- Communicate with the school if issues arise.

5. Homework Expectations by Year Group

Classes	Homework expectation
Nursery	<ul style="list-style-type: none">• A weekly information post for parents on Seesaw with suggested activities, weekly vocabulary to practise and talking points.• One of the suggested 20 books to read in Nursery sent home weekly.
Reception	<ul style="list-style-type: none">• A weekly information post for parents on Seesaw with suggested activities, weekly vocabulary to practise and talking points.• School reading books (linked to your child's ability in phonics) to be read at least three times per week.• One reading activity per week
Year 1	<ul style="list-style-type: none">• School reading books (linked to your child's ability in phonics) to be read at least three times per week.• One maths activity per week
Year 2	<ul style="list-style-type: none">• School reading books (linked to your child's ability in phonics) to be read at least three times per week.• One maths activity per week• From January - Weekly spellings to learn

Year 3 and 4	<ul style="list-style-type: none"> • School reading books to be read at least three times per week. • Weekly spellings • Weekly times tables practice
Year 5 and 6	<ul style="list-style-type: none"> • Read a book of your choice at least three times per week. • Weekly spellings • One maths activity per week
<p><i>Homework for all year groups will be set each Friday and posted on Seesaw for parental information.</i></p> <p><i>Children are expected to have completed the homework set by the following Friday each week.</i></p>	

6. Types of Homework

- **Practice Exercises:** Reinforcement of spelling, number skills, grammar, calculations.
- **Extension Tasks:** Research, cross-curricular projects, creative work.

7. Inclusion and Differentiation

7.1 Meeting Diverse Needs

- Homework should be accessible to pupils with SEND, EAL and disadvantaged backgrounds.
- Teachers will adapt tasks where appropriate.
- Alternative formats may be provided based on pupil need

7.2 Access to Resources

- Opportunities for completing homework at school should be available (e.g. homework clubs, access to devices).
- Pupils may be loaned resources if needed (e.g. reading books, stationery).

8. Feedback and Assessment

8.1 Teacher Feedback

- May include written, verbal or self-assessment, in line with school's Feedback Policy.
- Tasks should celebrate effort.

8.2 Pupil Reflection

- Opportunities to evaluate their learning and identify areas for improvement.

9. Monitoring and Evaluation

- Senior leaders will monitor quality, consistency and impact of homework through:
 - Pupil voice
 - Parent/carer surveys
 - Assessment outcomes
 - Seesaw engagement
- Regular review of homework practices to ensure alignment with school improvement priorities.

10. Communication with Stakeholders

- Homework expectations will be shared through:
 - Parent information evenings
 - School website and newsletters
 - Y5 and 6 Homework diaries / Seesaw
- Parents will be informed of how to support their child's home learning.

11. Use of Technology

- Homework may be set and submitted through our online platforms Seesaw or other cloud-based tool that can be accessed from home.
- Teachers to ensure digital tools are accessible and instructions are clear.
- Digital homework will be balanced with non-screen-based activities to support health and wellbeing.

12. Policy Review

This framework will be reviewed annually to ensure it remains relevant and effective. The review will involve consultation with staff, pupils and parents.