Homework Policy:

September 2026

This policy was adopted on 23rd January 2023 following consultation with staff and Governors

It was ratified by the Board of Governors _____

REVIEW: This policy will be reviewed annually (next review September 2027)

APPROVAL: Headteacher & staff plus Full Governing Board

AGREED:

Chair of governors: _____

Headteacher: _____

This statement describes our agreed practice:

Purpose

This statement about how we promote learning at home has been created following comments received from members of staff, children and parents. We believe learning is a lifelong journey and that children should have the opportunity to continue their learning outside the classroom. We believe home learning consolidates and reinforces key skills and understanding in the important areas of Mathematics and English, but also in other curriculum areas.
We believe home learning helps raise the level of achievement of children, provides opportunities for parents and children to work together and, thereby, fosters an effective partnership between home and school. We value the support of parents/carers and we believe that this policy will be successful if there is a strong partnership between home and school – which is reflected in our Home-School Agreement.
We recognise that all children need leisure time and hope that our policy reflects a balance so children can extend and consolidate their learning with parental support while still allowing 'down time.'
Home learning is designed to encourage a gradual progression of skills and expectation so by the time children reach Year 2 they have established a clear routine of home learning in preparation for transition to the junior school.

Aims and objectives

- Provide clear guidance for home learning to ensure consistency for staff, children and parents.
- Develop an effective partnership between school and parents/carers in pursuing the aims of our school.
- Consolidate and reinforce skills and understanding, particularly in English and Mathematics.
- Extend school learning and contribute to the challenge of raising attainment.
- Encourage children, as they get older, to develop confidence and self–discipline needed to study on their own, and prepare them for the requirements of the junior school.
- Establish effective home learning practices which develop progressively as children move through the school.
- Develop independent learning.

General Statement

Learning at home involves responsibilities and rights on the part of teachers, parents and learners. Teachers have the responsibility to provide learning opportunities for children that reinforce the curriculum taught in school, to support specific areas of learning or to prepare children for the next stage of their education. Parents have the responsibility to support and encourage their child to complete the home learning activities set. Children have the responsibility to co-operate and attempt to complete tasks that should be both educational and fun.

Completed learning tasks/ Feedback

After home learning tasks have been completed, class teachers will comment on children's work and set aside time to look through some examples of children's work. A variety of work will be celebrated. Class teachers will also examine different ways children could have approached the task.

Supporting all learners

It may be necessary at times to offer children additional support. In these situations, class teachers will speak directly to a child's parent/carer to discuss the support that needs to be put in place. Specific home learning tasks e.g. handwriting will then be set. It will be for class teachers and parents/carers to discuss whether these tasks should be in addition to or instead of other home learning tasks.

Home Learning Tasks

Early Years
Daily reading using the e-library and a book for pleasure. Tricky word practice for no more than 10 minutes. This learning will start once the reception baseline assessment is completed and learners have their e-library logins.

Year 1
The transition is managed carefully from early years to Year 1. Initially children continue with daily reading and phonics practise-all linked to Little Wandle Letters and Sounds Revised.

During the first half term homework tasks are sent home with the child on Friday of each week to consolidate the week's learning and will focus on maths, English or phonics activities. Homework is returned the following Wednesday morning. Homework is set and paper copies are sent out with reminders on tapestry.

Year 2
Homework tasks are sent home with the child on Friday of each week as paper copies and include an opportunity for daily reading, as well as a related English and Maths activities. Homework is returned the following Thursday and a raffle ticket will be rewarded for each completed piece of homework.

Responsibilities

The role of children
- Complete their home learning tasks and hand it in on time
- Listen carefully in class to make sure they fully understand what is asked of them
- Make sure they get feedback on their home learning tasks
- Make sure they do the additional home learning tasks.

The responsibility of senior leaders
- To be positive role models
- To support the people for whom they are responsible
- To monitor and evaluate the impact of learning within their subject area/teams
- To be accountable to the headteacher and to hold others to account.

The responsibility of class teachers to parents
- Integrate home learning into their planning
- Set interesting tasks and activities
- Set home learning tasks which are accessible for all children
- Explain when, what and how the work is to be done so that each child clearly understands
- Provide feedback in line with the marking and feedback policy.

The responsibility of parents
- Sign the Home-School Agreement indicating support for home learning
- Praise the value of home learning to their children

- Provide a suitable space for children to concentrate on their home learning tasks
- Establish a routine such as no television while completing home learning tasks
- Go through the home learning before their child starts and discuss the completed work when finished

Make the experience pleasurable

- Find time to work with children or be at hand if a problem arises
- Discuss, encourage and praise child's efforts
- Contact the school if they are not sure of some aspect of the home learning/ child experiencing difficulties doing it
- Contribute to school evaluation so that school can monitor and evaluate the systems effectiveness.

The responsibility of governors

- To monitor and review this statement on an annual basis
- More importantly to monitor its impact on practice throughout the school through reports from the headteacher and senior leaders and through the monitoring of individual curriculum areas
- To monitor the effectiveness of teaching and learning strategies in terms of raising children's attainment
- To ensure that staff professional development and performance management have a positive impact upon the quality of teaching and learning within the school and that areas of practice requiring improvement are addressed as a matter of urgency.