

Ashbury Meadow Primary School

Homework Policy

Policy written by: L Thomas N long

Date Written: 10.06.22

Date this policy will be reviewed: June 2026



1. Introduction and purpose

1.1 Homework is here defined as any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers.

1.2 Homework can help to develop an effective partnership between the school, parents/carers and pupils. It provides opportunities for parents/carers and pupils to work together and to enjoy learning experiences. It has a role to play in consolidating and reinforcing skills and understanding, particularly in literacy and numeracy.

1.3 Research shows that homework can positively impact learning and achievement and supports pupils' success at school. Homework not only extends learning by reinforcement and revision, for example through additional reading, but also encourages pupils as they get older to develop the confidence and self-discipline needed to study on their own, preparing them for the requirements of secondary school.

2. Scope 2.1.

This policy applies to all educational staff.

3. The role of the school

3.1. Homework will normally be set by the class teacher who will be responsible for ensuring that the demands of homework are manageable for parents/carers on a day to day basis.

3.2. Homework demands will be as even and balanced as possible and will take other factors into account e.g. due to religious obligations less homework will be given during Ramadan, Easter etc.

3.3. We aim to ensure that parents/carers have a clear understanding about expectations for themselves and pupils in regard to homework. It will set out clearly for each class what the homework pattern is. This will be available for parents at the start of the year and will be included on the year group page on our website.

3.4. In setting homework the school will take into account the needs of individual pupils and ensure progression towards independence and individual responsibility.

3.5. Children with Special Educational Needs may be set specific tasks by the class teacher or Special Needs support staff separate from the homework set for others in the class but the school recognises that it is important that they do as much in common with other pupils as possible.

3.6. Incentives and rewards will be given to encourage pupils to complete and return homework on time and to encourage independence. If a pupil does not regularly complete the set homework and there has been no explanation from parents or carers, the school will contact them to discuss any difficulties.

3.7. The school will monitor and review the effectiveness of its homework programme.

4. The role of the parents/carers

4.1. The involvement of parents/carers in joint activities with children is most valuable in promoting children's learning. Short activities of different kinds - simple games, learning spellings and number facts, and of course reading together - provide a very important opportunity for children to talk about what they are learning to an interested adult and to practise key skills in a supportive environment. All of these activities are types of homework.

4.2. Parents/Carers should try to provide a suitable time and place in which the pupil can do his/her homework. They should make it clear that they value homework and support the school by explaining how it can help the pupil's learning. Parents should encourage pupils and praise them when they have completed their homework.

4.3. Parents/Carers can maintain a dialogue about homework through their child's Reading Record Booklet.

4.4. If their child has any problems in carrying out the homework parents/carers should contact the class teacher

5. Homework programme

5.1. Parents/carers will be given specific details of their child's homework together with information about topics which will be covered at a parents' meeting in the autumn term. This information will also be available on the year group pages of the school website.

5.2. English and mathematics will be the main focus of the homework with other subjects, for example science, introduced as children progress through Key Stage 2.

5.3 In EYFS, children are given paper-based homework which is completed and returned to school. We encourage parents to upload photographs with any comments about their child's learning onto the Tapestry app. In Years 1 to 6, all homework is uploaded to Google Classroom; any homework that has to be returned to the teacher should also be uploaded onto Google Classroom unless homework is completed through an app.

6. Literacy activities

6.1. Parents can play a crucial role in helping their children to develop a love of reading from an early age. Pupils in EYFS and Key Stage 1 will be expected to share and enjoy books and to read regularly with adults and as part of their reading homework. As children progress through Key Stage 2, regular reading continues to be crucial. This should take the form of reading to an adult, of reading on their own if the child is a fluent reader, or of using reference material to find information about a topic. All pupils should be encouraged to read regularly.

6.2. Other literacy-based homework will include developing their phonics skills supported by the Little Wandle Phonics programme, practising spelling, practising handwriting, or answering any questions about a written text or to reinforce work done in class.

7. Numeracy activities

7.1. Initially children will be given tasks to practise their number skills to develop their fluency.

7.2. As they progress, children will be given number facts and tables to practise and learn. Mathematics homework may be set to reinforce work covered in class via the Mathletics app.

8. Other curriculum areas

8.1. Pupils will be asked to use their knowledge organisers to prepare for new learning and vocabulary and revisit prior learning.

9. Suggested time allocations and types of activity for homework

EYFS – Nursery & Reception

	Monday to Thursday	Weekend
Reading	10 minutes daily reading practice: Collins text on app or Shared reading book	10 minutes daily reading practice: Collins text on app or Shared reading book
Phonics / Literacy	Either 10 minutes Little Wandle Phonics activity or a 10 minute literacy based activity, for example, practising a story map	
Maths	10 minutes number activity	
Homework Diary		A 10 minute task based on an activity or visit taken place over the weekend

Key Stage 1 - Years 1 & 2

	Monday to Thursday	Weekend
Reading	10 minutes daily reading practice: Collins text on app or Shared reading book	10 minutes daily reading practice: Collins text on app or Shared reading book
Phonics / Spelling	Monday & Wednesday: 5 minutes practice	
Maths	Tuesday & Thursday: 5 minutes practice Timestable Rockstars / Numbots	10 minutes Mathletics practice from learning in class
Wider Curriculum		10 minutes Knowledge Organiser work

Lower Key Stage 2 - Years 3 & 4

	Monday to Thursday	Weekend
Reading	10 minutes daily reading practice: Collins text on app or Shared reading book	10 minutes daily reading practice: Collins text on app or Shared reading book
Phonics / Spelling	Monday & Wednesday: 5 minutes practice	
Maths	Tuesday & Thursday: 5 minutes Timestable Rockstars	15 minutes Mathletics practice from learning in class
Wider Curriculum		15 minutes Knowledge Organiser work

Upper Key Stage 2 – Years 5 & 6

	Monday to Thursday	Weekend
Reading	10 minutes daily reading practice: Collins text on app or Shared reading book	10 minutes daily reading practice: Collins text on app or Shared reading book
Phonics / Spelling	Monday & Wednesday: 5 minutes practice	
Maths	Tuesday & Thursday: 5 minutes Timestable Rockstars	20 minutes Mathletics practice from learning in class
Wider Curriculum		20 minutes Knowledge Organiser work

Years 1-6 can also do extra phonics / reading support through their Lexia App.

There is an expectation that homework set for Monday to Thursdays is completed or practised each evening, including Thursday evening.

All weekend homework is set on Fridays to be completed by Monday morning.

10. Feedback

All feedback on learning from homework will take place verbally in class. Teachers will monitor all submitted homework weekly including app based homework and work submitted on Google Classroom or Tapestry to inform feedback. Reading records will also be checked weekly.

11. Training

10.1 The headteacher will arrange any necessary training for staff to implement the policy.

12. Responsibilities

11.1. The headteacher has overall responsibility for the implementation of this policy

11.2. The teachers have responsibility for ensuring compliance with the policy

13. Review

This policy will be reviewed every four years and monitored by the senior leadership team.

