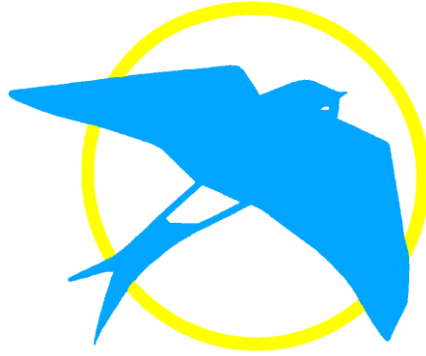




Martin Primary School

Homework Policy

Reviewed and ratified by the Standards Committee: summer 2026
Reviewed every two years

Statement of intent

Martin Primary School is a vibrant, enthusiastic, forward thinking and safe learning environment in which pupils are given every opportunity to complete a fulfilling education.

We believe that homework can play an important part in education and the benefit of doing homework must be instilled at an early age so that independent study can be achieved.

We are also aware that pupils have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We will give careful consideration to ensuring homework is well-balanced across the school.

Links with the UN Rights of the Child

Article 12

Every child has the right to give their opinion and for adults to listen and take seriously.

Article 13

Every child has the right to find out things and share what they think with others, by talking, drawing, writing, or in any other way unless it harms or offends other people

Article 17

Every child has the right to information.

Article 28

Every child has the right to a good quality education.

Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Aims

This policy aims to:

- develop a consistent approach to homework throughout the school
- ensure that homework is accessible for all children, purposeful and that it builds on, consolidates and extends the children's learning experiences
- make sure that teaching staff, parents and pupils are aware of their responsibilities with regards to homework
- encourage pupils to develop the responsibility and self-discipline required for independent study
- work with parents/carers and involve them in their child's learning, keep them informed about the work their child is undertaking and understand what is expected of their child
- ensure that homework is used as a tool for raising standards of attainment
- ensure that older children are prepared for the home learning demands set in secondary school.

1. Legal framework

This policy has due regard to all relevant statutory and good practice guidance including, but not limited to, the following:

- DfE (2019) 'Ways to reduce workload in your school(s)'
- Ofsted (2023) 'School inspection handbook'
- Ofsted (2023) 'School inspection handbook – section 8'

This policy operates in conjunction with the following school policies:

- Marking and Feedback Policy
- Teaching and Learning Policy
- Parent Code of Conduct
- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Attendance Policy

2. Responsibilities

The headteacher is responsible for:

- monitoring the effectiveness of this policy
- reviewing the policy regularly and making appropriate updates as required
- discussing with staff the extent to which this policy is being implemented
- providing parents with information about homework and this Policy
- monitoring the effectiveness of inclusivity and accessibility of homework.

Members of the Senior Leadership Team (SLT) are responsible for:

- Ensuring all members of staff within their phase/team are aware of the school's Homework Policy
- monitoring the effectiveness of this policy within their department and reporting their findings back to the headteacher
- answering any queries that teaching staff have regarding this policy and the school's practices.

Teachers are responsible for:

- planning and setting up a regular programme of homework that is appropriate for the needs of all the children in their class
- providing an explanation of homework tasks and ensuring that all pupils understand what they have to do
- ensuring all homework is purposeful and links directly to the curriculum
- setting homework that is appropriate to pupils' abilities
- monitoring homework regularly and making sure pupils are completing it
- acknowledging homework and giving feedback to pupils, where appropriate
- communicating with parents if there is a problem regarding homework
- being available to parents and pupils for a discussion about homework
- setting homework that is consistent across classes
- ensuring homework takes equal opportunities into account and that the needs of pupils with disabilities are considered
- rewarding quality work and praising pupils who regularly complete homework.

Parents/carers are responsible for:

- supporting and encouraging their child with regards to completing homework

- becoming involved in their child's homework and encouraging their child to have a positive attitude towards it
- making sure that their child completes homework to the best of their ability and on time
- providing suitable conditions and resources for their child to complete homework
- praising their child and celebrating achievements with regards to their homework
- informing teachers of any issues that may arise and co-operating with the school to find a solution
- keeping the school informed of any change in circumstances which may affect their child's learning and ability to complete homework effectively
- encouraging their child to discuss homework and feedback from teachers.

Pupils are responsible for:

- taking responsibility for their own learning and submitting completed work in a timely manner
- having a positive approach towards homework
- putting the same effort into homework as class work
- making sure they understand the tasks that have been set and seeking clarification if required
- ensuring that they have everything they need to complete homework and returning to school all books/stationery needed to complete their homework
- taking pride in the presentation and content of their homework and performing to the best of their abilities.

3 Our approach to homework

The school understands that setting, marking and providing feedback on homework is a large contributor to the workload of teachers; therefore homework is set that positively impacts pupils' progress. Teachers ask themselves 'why am I setting this homework?' and 'how will this homework be useful to the pupil?'. If the answers to these questions do not reflect a positive impact on pupils' learning, teachers use their professional judgement and decide whether the homework is necessary.

The school has a creative approach to home learning. Tasks are directly linked to topics being taught in school. They may be set to consolidate something already taught or to prepare children for a future area of learning. Tasks are often open ended and parents/carers and pupils can decide together how far to develop the task.

Where appropriate and accessible, homework can be uploaded to an online platform where pupils and parents/carers can view homework tasks – reducing printing costs and the number of lost homework sheets.

Teachers explain the approach to homework to the children during lessons and to the parents/carers at the 'meet the teacher' meeting at the beginning of each year.

Homework tasks may be differentiated according to the children's needs, where appropriate

Tasks will always be acknowledged in school and verbal feedback given, where appropriate.

Parents/carers are encouraged to discuss with their child any errors that they make at home. If they have any queries, they should contact their child's teacher through the school office. Feedback from parents/carers about their child's homework is also welcomed by the school.

Teachers may occasionally set extra homework for the whole class if they deem it beneficial.

When a child is consistently failing to complete their home learning tasks, the teacher may make an appointment to speak to the parent/carer to decide how the school and the parent/carer can work in partnership to ensure that tasks get done and are handed in on time. The school recognises that some children find it easier than others to complete work at home and will discuss with the parent/carer any appropriate adjustments that can be made to support their learning.

Early Years Foundation Stage (EYFS)

In the EYFS, staff communicate with parents and carers via Tapestry, a secure online learning platform. The staff use Tapestry to inform parents and carers about the topics being explored in school and they encourage parents and carers to talk to their child about their learning. They also add suggested activities that the children can complete at home to enhance their skills and understanding.

In the Nursery, the children are able to choose a book to take home and are provided with a mark making book to encourage the development of their fine motor skills.

In Reception, the children are provided with a weekly phonics activity and a reading book which is appropriate for their individual reading skills.

Key Stage 1 (KS1) – Years 1 and 2

In KS1 the emphasis is on developing a partnership with parents/carers and involving them actively in their child's learning. Homework is sent home every Friday and children are asked to bring their completed work back to school by the following Wednesday.

In Year 1 and Year 2 the children are provided with:

- one maths task every week which relates to the area of the curriculum that they are covering in class (starts in the spring term for Year 1)
- one phonics/spelling/handwriting task every week that is linked to the learning in class
- a reading book every week.

In Key Stage 1, we recommend that parents/carers read together with their child for at least 10 to 15 minutes every night.

In addition to the above, a list of suggested activities is sent home at the start of each half term which link to that half term's topic; the children are encouraged to choose at least one of these activities to complete during the half term.

Key Stage 2 (KS2) - Years 3, 4, 5 and 6

As children get older, tasks are chosen to enable the children to develop independent learning skills. As the children move up the school, it is important that they get into the habit of regularly devoting periods of time, which may not be long, to study on their own. By the time children reach Year 6, their home learning

programme will reflect the core subjects. This is in preparation for statutory assessments and to help the children become accustomed to more academic homework which will ensure that their transition to Year seven is as smooth as possible. Homework is sent home every Friday and children are asked to bring their completed work back to school by the following Wednesday.

In Years 3 and 4 the children are provided with:

- one maths task every week which relates to the area of the curriculum that they are covering in class
- one phonics/spelling task every week that is linked to the learning in class
- a reading book every week (if the child is still following a reading scheme).

In addition to the above a list of suggested activities is sent home at the start of each half term which link to that half term's topic; the children are encouraged to choose at least one of these activities to complete during the half term

In Years 5 and 6, the children are provided with:

- one maths task every week which relates to the area of the curriculum that they are covering in class
- A list of spellings every week which are tested in class

Homework in Years 4, 5 and 6 will usually be set on the Google Classroom, however, arrangements will be made to provide the work on paper if required.

Children in Key Stage 2 should also be encouraged to read for at least 20 minutes each night. We also ask parents/carers to support their child to memorise their times tables as this supports many aspects of mathematical development.

4 Absences

If a pupil is absent from school due to illness or medical reasons, the school will not supply work for these periods – pupils should be well enough to undertake any work supplied. There may, however, be exceptions and the classroom teacher will decide whether homework should be set on a case-by-case basis.

If a pupil is absent for a long period of time, e.g. with a broken arm, the teacher and the parents/carers of the pupil will agree on what should be done and how much help should be provided.

5 Pupils with SEND

A balanced approach to homework will be adopted for pupils with SEND, in consultation with the pupil's parents/carers and the SENCO.

The school recognises that pupils with SEND may require specific tasks to be set, as outlined in their Individual Learning Plans.

While pupils with SEND may benefit from differentiated tasks separate from the homework received by other pupils, it is important that they also complete as much standard homework as possible.

6 Equal Opportunities

The school is committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity and social, cultural or religious background.

All pupils have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability.