St Paul's
C of E Primary School

A place to belong

# Homework Policy

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| **Headteacher:** | **Christie Clarke** |
| **Member of Staff Responsible:** | **Charlotte Hughes** |
| **Reviewing Committee:** | **FGB** |
| **Effective Date of Use:** | **6th October 2025** |
| **Term of next Review:** | **Autumn 2026** |
| **Non Statutory Policy** | |

# St Paul's C of E Primary School

## *A Place to Belong*

**Our Christian Vision**

Our school is a family where everyone feels safe, happy and valued, and is supported to achieve their full potential.

We will develop compassionate and caring individuals who depend on one another, are highly motivated, and have a life-long love of learning in preparation for the future.

**Our Core Values**

All that we do is underpinned by the core Christian values of *Family (Koinonia), Compassion, Perseverance and Forgiveness*

"Though we are many, we form one body, all joined together as members of the whole. We each have different gifts, according to the grace given to each of us. We must use them wisely."
**Romans 12:5-8**

## Statement of intent

At St Paul's CE Primary School, we understand the importance of an exciting, well-rounded curriculum to prepare our pupils for the next stage of education, and for their future as citizens of the UK.

Our curriculum is broad, balanced and meets the requirements of the National Curriculum. We have a creative approach, which is specifically tailored to our children's needs and believe that homework plays an important part in a child's education.

As a staff, we have given careful consideration to our children, their experiences and needs and developed a curriculum model that is engaging and develops curious, independent learners both in school and in the form of home learning.

At the heart of our curriculum design is our school aims and vision: to develop compassionate and caring individuals who depend on one another, are highly motivated, and have a life-long love of learning in preparation for the future. At St Paul's C of E Primary School, we are committed to supporting all pupils to achieve their full potential.

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

This Homework Policy was developed in consultation with staff members, pupils and with the full agreement of the governing body.

## Aims

St Paul's C of E Primary School's Homework Policy aims to:

- Develop a consistent approach to homework throughout the school.
- Make sure that teaching staff, parents and pupils are aware of their responsibilities with regard to homework.
- Ensure that parents have clarity on what their child is expected to do.
- Encourage pupils to develop the responsibility and self-discipline required for independent study.
- Support pupils' learning experiences via revision and reinforcement.
- Work with parents and involve them in their child's learning and to keep them informed about the work their child is covering.
- Use homework as a tool for raising standards of attainment.
- Improve the quality of the learning experiences by extending it beyond the classroom.
- Give pupils further practice and deeper understanding of skills, knowledge and concepts learned during the school day.

## 1. Responsibilities

1.1. The role of the headteacher and governing body:

- Frequently check compliance of the policy.
- Monitor the effectiveness of the policy every year.
- Review the policy and make appropriate updates as required.
- Discuss with staff how far the Policy is being implemented.
- Meet with parents as appropriate.
- Support parents with information about homework.
- Inform new parents about the Homework Policy.

1.2. The role of the teacher:

- Plan and set up a programme of homework for pupils.
- Provide an explanation of homework tasks and ensure all pupils understand what they have to do.
- Ensure all homework given is purposeful and links directly to the curriculum.
- Set homework that is appropriate to the child's ability.
- Monitor homework regularly and make sure pupils are completing it.
- Give feedback to pupils regarding their homework.
- Communicate with parents if there is a problem regarding homework.
- Be available for discussion if necessary to parents and pupils about homework.
- Set homework that is consistent across classes.
- Ensure homework takes equal opportunities into account and that the needs of pupils with disabilities are considered.
- Reward quality work and praise children who regularly complete homework.

1.3. The role of parents/carers:

- Support their child in completing homework
- Become involved in their child's homework and encourage their child to have a positive attitude towards it.
- Make sure that their child completes homework to a high standard and on time.
- Provide suitable conditions and resources for their child to complete homework.
- Praise their child and celebrate achievements with regard to their homework.
- Inform teachers of any issues that may arise and co-operate with the school to find a solution.
- Keep the school informed of any change in circumstances which may affect their child's learning and homework.
- Encourage your child to discuss homework with you, including feedback from teachers.

1.4. The role of pupils:

- Take responsibility for their own learning and submit completed work in a timely manner.
- Have a positive approach towards homework.
- Put the same effort into homework as would be expected of class work.
- Make sure they understand the tasks that have been set and seek clarification if required.
- Ensure that they have everything they need to complete homework and return to school all books/stationery needed to complete their homework.
- Take pride in the presentation and content of their homework and perform to a high personal standard.

**2. Homework Tasks – Current practice**

2.1. Each year group will be informed of what is expected of them with regard to homework.

2.2. Teachers will explain the organisation of homework to parents at the parents' Meet the teacher evening in the Autumn term.

2.3. For every project, the parent information sheet will inform parents about the main topics and units of work being covered.

2.4. Every pupil will receive homework and will be expected to return their work by the agreed date.

2.5. Parents/carers are encouraged to discuss any errors with their child. If they have any queries, they should make an appointment to see their child's class teacher. Feedback from parents about their child's homework is also welcomed by the school.

2.6. The amount of homework may increase as the child progresses through school.

2.7. The table below shows expected homework. Daily reading is encouraged and tasks will be set in addition to the below activities.

| Year Group | Homework |
|---|---|
| R | ● Daily Reading<br>● Tricky Words Practice<br>● Phonics<br>● Homework Grid each Project<br>● Reading Homework Grid<br>● Maths Games and Activities |
| 1 | ● Daily Reading<br>● Tricky Words Practice/Phonics<br>● Homework Grid each Project<br>● Reading Homework Grid<br>● Maths Games and Activities |

| | |
|---|---|
| 2 | ● Daily Reading<br>● Phonics for specific children<br>● Doodle Maths (Spring term onwards)/TTR<br>● Homework Grid each Project<br>● Reading Homework Grid |
| 3 | ● Daily Reading<br>● Doodle Maths/TTR<br>● Homework Grid each Project<br>● Reading Homework Grid |
| 4 | ● Daily Reading<br>● Doodle Maths/TTR<br>● Homework Grid each Project<br>● Reading Homework Grid |
| 5 | ● Daily Reading<br>● Doodle Maths/TTR<br>● Homework Grid each Project<br>● Reading Homework Grid |
| 6 | ● Daily Reading<br>● Doodle Maths/TTR<br>● Homework Grid each Project<br>● Reading Homework Grid<br>● SATS Revision Books (Spring Term) |

**3. Absences**

**3.1.** If the child is absent from school due to illness or medical reasons, the school will not supply work for these periods as pupils should be well enough to undertake work. In some cases, there may be exceptions to this rule and the school has the right to decide whether this is acceptable or not.

3.2. If the child is absent for a long period of time, e.g. with a broken arm, the teacher and the parent of the child will agree on what should be done and how much help should be given to the child.

**4. Pupils who fail to complete homework**

4.1. All pupils are expected to complete homework on time. Teachers will keep records of pupils completing homework which will be regularly checked. If pupils fail to complete homework, children may stay in during break or lunch time to complete homework such as Doodle Maths or reading and parents will be contacted if this becomes a regular occurrence.

**5. Pupils with SEND**

5.1. The school recognises that pupils with special educational needs and disabilities (SEND) may require that specific tasks be set in the form of Individual Education Plans.

5.2. While pupils with SEND may benefit from special tasks separate from the homework received from other pupils, it is important that they also do as much in common with other pupils.

5.3. A balanced amount of the right type of homework will be set for pupils with SEND, in consultation with the parents, teachers and Send co-ordinator.

## 6. Equal Opportunities

6.1. At St Paul's C of E Primary School, governors and staff members are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity and social, cultural or religious background. All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability.

## 7. Policy review

7.1. This policy is reviewed by the headteacher.

7.2. The scheduled review date for this policy is September 2026.

**Table of Changes**

| Review Date | Reason for Change |
|---|---|
| September 2025 | Under **'Pupils with SEND'** there is now mention of the teacher being involved with regards to these pupils, not just parents and SEND co-ordinator.<br>Under **Pupils who fail to complete homework.** Added sentence that parents will be notified if it is a regular occurrence. |
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