

WOODLANDS PRIMARY SCHOOL, HEDGEHOGS NURSERY & SUNBEAMS CLUB



HOMEWORK POLICY

Updated: September 2025
Review Date: September 2028



HOMEWORK POLICY

AIMS OF POLICY

- To provide a clear definition of the purpose and content of homework at Woodlands Primary School, Hedgehogs Nursery & Sunbeams Club (the school)
- To identify our shared views of good practice
- To establish how homework will be organised and how we ensure progression across the school
- To identify the roles and responsibilities of those involved
- To make clear the ways in which we aim to ensure that homework makes an important contribution to the quality of teaching and learning in the school

DEFINITION

At our school we view homework as being a supported or independent task undertaken outside of curriculum time which reinforces, extends or enriches current learning.

PURPOSE

The purpose of homework at our school is to provide opportunities for parents to be involved in their child's learning. It enables children to practise and consolidate skills and aims to broaden the context of learning and provide enrichment and extension. Finally, it aims to enable children to take responsibility for their own learning, to become independent learners and to develop resilience and perseverance.

GOOD PRACTICE

At our school, we believe that the following principles underlie best practice:

- That staff, parents (through Parent Forum) and governors are involved in developing and monitoring the policy
- The policy is co-ordinated by the SLT
- A variety of approaches are used to ensure that homework expectations and organisation are communicated to parents
- Staff will offer workshops, drop ins and make themselves available to offer support for the children and their parents
- Homework expectations and deadlines are clearly communicated
- Homework has a clear structure to help children to develop a routine
- There is regular feedback and praise for completed work and a system in place for responding to children who do not complete the tasks
- The reasons why homework has not been completed are investigated before action is taken
- In planning homework, teachers set clear learning intentions and tasks are appropriate and in line with the agreed protocol
- The policy is reviewed annually

ROLES AND RESPONSIBILITIES

Child

- To be responsible for completing tasks as requested (with increasing independence as they move through the school) and to take responsibility for organising any information or equipment they require
- To take pride in their work and complete it to the best of their ability

Parent

- To be aware of what homework is set and provide both encouragement and an appropriate environment for its completion

- To work in partnership with the school to ensure that work is completed and communicate with teachers if there are any issues or concerns
- **Class teacher**
- To plan purposeful activities with clear learning intentions which are linked to the curriculum content
- To work in partnership with the children's families
- To respond to children's efforts, providing encouragement and reward and will investigate the reasons for homework not being completed before responding with sanctions

AGREED HOMEWORK FOR EACH YEAR GROUP

All homework will be set on a Friday for children to complete by the following Wednesday. Homework will be set in a variety of ways e.g via Tapestry/Seesaw (the school's online platforms for sharing information with parents/children) homework books or using online portals such as TTR and Spelling Shed.

Year Group	Homework / Frequency
EYFS	<ul style="list-style-type: none"> • Share stories (books at home / reading for pleasure books) • Complete any phonic activities that are sent home (sounds/words) • For a child who is in a story book group for phonics then the expectation is that they read the books that are sent home with them from school • Ready to learn, self-care and independence skills tasks sent home each half term e.g. zipping coats, using scissors, learning their address etc.
Y1	<ul style="list-style-type: none"> • Spelling: 1 x LCSC spelling homework sent weekly. • Maths, English or subject specific homework will be set weekly and will focus on basic skills and knowledge. • Reading: expectation of 3 x weekly read noted in reading diaries, plus strive for 5 where possible.
Y2	<ul style="list-style-type: none"> • Spelling: 1 x LCSC spelling homework sent weekly. Spelling Shed used in addition where required. • Maths, English or subject specific homework will be set weekly and will focus on basic skills and knowledge. • Reading: expectation of 3 x weekly read noted in reading diaries, plus strive for 5 where possible
LKS2 Y3/4	<ul style="list-style-type: none"> • Spelling: 1 x LCSC spelling homework sent weekly. Spelling Shed used in addition where required. • Reading: 3 x weekly reads expected to be noted in reading diary. Reading comprehension activities set as and when appropriate. • English: Writing task to consolidate learning from in class or work on SPAG skills set minimum x2 per term. • Arithmetic – TimesTables Rockstars sessions set weekly along with a times tables written activity or game. • Maths - problem/investigation/basic skills work set as and when appropriate. • Humanities and Science – homework relating to History, Geography, R.E, SMSC or Science topics set at least once per half term.
UKS2 Y5/6	<ul style="list-style-type: none"> • Spelling: 1 x LCSC spelling homework sent weekly. Spelling Shed used in addition where required. • Reading: 3 x weekly reads expected to be noted in reading diary. Reading comprehension activities set as and when appropriate. • Maths: Timestables Rockstars sessions set weekly online.

	<ul style="list-style-type: none"> • Maths: problem/investigation/basic skills work set as and when appropriate. • Year 6 only – Personalised maths, SPaG and reading homework set via Learning By Questions (LBQ) online as and when required. • Humanities and Science – multiple choice homework relating to History, Geography, R.E, SMSC or Science topics set once per half term.
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Please note, individual homework will be provided when required to support and accelerate learning i.e. phonics, handwriting, number bonds, timetables

CELEBRATIONS AND ASSESSMENT OF HOMEWORK

- Homework will be celebrated with the children
- Tapestry / Seesaw homework tasks that are set for English & Maths homework will receive feedback when the children have 'handed in' their work online
- Spelling Shed/TTRockstars: staff will log on to Spelling Shed and TTRockstars to monitor progress/access of the children on the apps. Staff will celebrate successes in class with the children and give verbal feedback to the children.
- Strive for 5 – children will strive to read 5 times a week and this will be recognised by their class teacher on their 'Strive for 5' classroom display

SPECIAL ARRANGEMENTS

Class teachers will ensure that tasks are set which are appropriate to meet the needs of all children, including those with special educational needs as well as those requiring further challenge.

MONITORING AND EVALUATION

In order to ensure that the policy directly contributes to the quality of teaching and learning the provision of homework will be regularly monitored. A sample of planned activities and outcomes will be reviewed by the Deputy Headteacher as part of the school's self-evaluation process. Parents will also be given opportunities to share their views through Parent Forum and other occasions as appropriate.

The next revision date is: September 2028