

Rickleton Primary School



Homework Policy

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Review Date	Changes made
January 2023	School vision added into the statement of intent Point 3.7 added in Point 3.8 edited to reflect the changes to homework set
September 2023	Point 3.9 added to reflect changes to spellings
September 2024	Point 1.1 – Inspection handbook 2024
September 2025	Point 3.7 – refers to ‘Read to Succeed’

Statement of intent

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

Our vision is that every child at Rickleton Primary School feels happy and has a passion for learning. This is the result of a rich and varied curriculum driven by excellent teaching and access to a wealth of exciting, challenging and motivating opportunities. All children will come to a safe and inclusive school, where everyone is celebrated for who they are.

We believe that children should be curious about their learning. Through our engaging curriculum, we ensure that children can foster a passion for learning that will help to develop high aspirations and a lifetime of memories. We believe in ensuring that children receive a well-rounded curriculum; where individual talents can be spotted and nurtured to ensure that all children experience success and reach their full potential.

We believe that homework plays 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.

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

Aims

This 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 regards to homework.
- Ensure that parents understand what is expected of their child.
- Encourage pupils to develop the responsibility and self-discipline required for independent study.
- Embed knowledge and 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 undertaking.
- Use homework as a tool for raising standards of attainment.
- Extend learning beyond the classroom.
- Give pupils further practise and a deeper understanding of skills, knowledge and concepts learned during the school day.

Legal framework

1.1. 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 (2024) 'School inspection handbook'

1.2. This policy operates in conjunction with the following school policies:

- Marking and Feedback Policy
- Behavioural Policy

2. Responsibilities

2.1. The headteacher is responsible for:

- Frequently checking the policy's compliance with statutory and good practice requirements.
- Monitoring the effectiveness of this policy.
- Reviewing the policy every two years and making appropriate updates as required.
- Discussing with staff the extent to which this policy is being implemented.
- Meeting with parents as appropriate.
- Providing parents with information about homework.
- Informing new parents about the Homework Policy.

2.2. Areas Leads are responsible for:

- Ensuring all members of staff within their department 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.

2.3. Teachers are responsible for:

- Planning and setting up a regular programme of homework for pupils.
- 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.
- Marking homework and giving feedback to pupils.
- 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 with dojos and stickers.

2.4. Parents 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 a high standard 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.

2.5. 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

- 3.1. The school understands that setting, marking and providing feedback on homework is a large contributor to the workload of teachers; therefore, heads of departments and teachers ensure that homework only takes place to positively impact pupils' progress.
- 3.2. 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.
- 3.3. If a teacher has a query, their head of department is available to offer guidance and support regarding the school's procedures.
- 3.4. Teachers explain the school's approach to homework to parents at the parents' evening in September.
- 3.5. Every half term, the school website informs parents about the main topics and units of work being covered.
- 3.6. Pupils use homework books to complete their homework where appropriate
- 3.7. Pupils are expected to read on a daily basis. An adult is expected to sign their reading record book to confirm this. There is a 'Read to Succeed' system to reward regular reading.
- 3.8. In addition to daily reading, one piece of maths work is set each week. This is to streamline to workload for parents and to prioritise the basic skills. Upon returning the homework 1 Dojo point will be added.
- 3.9. Spellings/sounds are expected to be practised on a weekly basis but a test will take place half termly
- 3.10. Pupils' weekly homework activity is designed to take around 10-30 minutes, depending on the age of the pupil.
- 3.11. Homework is marked every week and returned to the pupil in the homework book.
- 3.12. Parents are encouraged to discuss any errors with their child. If they have any queries, they should make an appointment to see their child's teacher. Feedback from parents about their child's homework is also welcomed by the school.

- 3.13. The amount of homework set for pupils increases as they progress through their education.
- 3.14. Teachers may occasionally set extra homework for the whole class if they deem it beneficial.

4. Absences

- 4.1. 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.
- 4.2. There may be exceptions to 4.1 and the classroom teacher will decide whether homework should be set on a case-by-case basis.
- 4.3. If a pupil is absent for a long period of time, e.g. with a broken arm, the teacher and the parents of the pupil will agree on what should be done and how much help should be provided.

5. Pupils who fail to complete homework

- 5.1. All pupils are expected to complete homework on time.
- 5.2. If pupils fail to complete homework Dojo Points will **not** be removed.

6. Marking homework

- 6.1. Homework may be marked in a variety of ways, in accordance with the school's Marking and Feedback Policy.
- 6.2. In general, homework is marked in writing and comments are made concerning the pupil's next steps. Stickers and stampers can also be used.
- 6.3. Occasionally, homework may be marked orally with the pupil or class.
- 6.4. Teachers do not mark homework that is handed in late.

7. Pupils with SEND

- 7.1. A balanced approach to homework will be adopted for pupils with SEND, in consultation with the pupil's parents and the SENCO.
- 7.2. The school recognises that pupils with SEND may require specific tasks to be set, as outlined in their individual education plans.
- 7.3. 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.

8. Equal Opportunities

- 8.1. 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.
- 8.2. All pupils have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability

