



Shardlow Primary School

Aspire Achieve Thrive



Homework Policy

Approved by:	
Date:	October 2025
Minute no:	
Version:	
Review cycle:	Every 3 years



Version Control

Version	Updated by	Changes made
	A Molyneux October 2025	All contents 2-6 updated to reflect in-school changes

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1. Introduction

Mission Statement

- 1.1 Our school is a small school with a big passion for providing a rich, broad and high-quality learning experience in a safe, secure environment, enabling all learners to realise their true potential.

Our Values

- 1.2 The Shardlow Spirits represent the values and behaviours that we expect and promote at our school.
- Independence
 - Motivation
 - Confidence
 - Open-mindedness
 - Respect
 - Responsibility
 - Kindness

Aims

- 1.3 We believe that homework develops the effective partnership between the school and parent(s)/carer(s). It is a manageable and purposeful process for staff, pupils and parent(s)/carer(s). We believe that it consolidates and reinforces skills and the understanding of both parent(s)/carer(s) and the child. It provides an opportunity to extend school learning through additional reading. It not only raises the quality of

children's learning, but it encourages pupils as they get older to develop the confidence and self-discipline needed to study on their own.

2. Homework Tasks

EYFS and Key Stage 1

- 2.1 Children in EYFS and Key Stage 1 are set weekly, paper-based homework, with a variety of tasks to reinforce learning in Maths and or English. Children who complete more than the expected amount of homework are rewarded in class.

Key Stage 2

- 2.2 Children in Key Stage 2 are set a double-page spread of paper-based activities to complete weekly. These activities are to challenge, revisit and consolidate learning in Maths, English, Handwriting and the wider curriculum.

Reading

- 2.3 All children are expected to 'Strive for 5', reading at least 5 times a week, out loud, at home. Children are rewarded for this in the weekly Spirit Assembly, and are entered into a raffle which is drawn every half term. Children who are identified as not reading regularly at home become priority readers in school.

Spelling

- 2.4 Children in Key Stage 1 and Key Stage 2 are given spellings to learn weekly. In Key Stage 1, these reflect graphemes and or spelling rules taught in Read, Write, Inc. or common exception words. In Key Stage 2, words from the scheme 'Sounds and Syllables'. Children in Key Stage 2 also have access to Spelling Shed (online) for more practise. Please see our English policy for further detail.

3. Differentiation

- 3.1 Tasks set should be suitable for the abilities and needs of all pupils. Teachers may differentiate homework by cohort, group or individual to ensure every child can access and succeed in their learning.
- 3.2 Differentiation should focus on removing barriers to learning and adapting tasks where necessary, so that all pupils are able to engage with the homework and demonstrate what they know and can do.
- 3.3 Where separate homework is set for an individual pupil, this must be explained to the parent(s)/carer(s), and alternative arrangements should be made for how these tasks are communicated, rather than publishing them on the school website (see section 4).
- 3.4 At times, pupils may receive additional or adapted homework to help support and consolidate specific areas of learning. This needs to be communicated to the pupil and parent(s)/carer(s) in advance, including an explanation of why the additional or adapted homework is needed.

4. Setting homework

- 4.1 It is within the teachers' discretion when to set homework during the school week. Teachers will clearly communicate this expectation with parent(s)/carer(s) on Class Dojo. On rare occasions homework due dates may vary, this must be communicated to parent(s)/carer(s) on Class Dojo with plenty of notice.
- 4.2 Homework must be set within a reasonable time to allow the children to complete the tasks set.
- 4.3 Homework tasks must be clearly communicated with parent(s)/carer(s).
- 4.4 All teachers must keep the homework and spellings section of the school website up to date, including details of any homework tasks and relevant due dates.

5. Time Allocation

- 5.1 In EYFS and Key Stage 1, it is expected that children will spend 30-60 minutes a week on homework. In Key Stage 2, this increases to 60-90 minutes per week.

6. Marking and Assessment

- 6.1 Homework is marked by the class teacher or teaching assistant in class. In Key Stage 2, pupils can mark homework together as a class.
- 6.2 English leads monitor regular reading and quizzes on Accelerated Reader weekly, feedback is given to the class team and to parents where necessary.
- 6.3 Pupils should be rewarded using the schools reward system when they display efforts which go above and beyond the homework expectations or show a particular improvement in personal effort.

7. Incomplete homework

- 7.1 If children do not complete their homework by the due date, then the following procedure will occur;
- 7.2 The child will be reminded that their homework is due and will be asked to hand it in the following day.
- 7.3 If the homework is not completed by the following day, the child will be asked to stay in at break/lunch time to then complete the homework in school.
- 7.4 If a child is repeatedly not completing the homework at home, the class teacher and or additional adult must then speak to the child's parent(s)/carer(s) in order to ascertain the reasons for this and try to find an appropriate solution.
- 7.5 Where a child has failed to hand in a signed copy of their weekly spelling sheet, they will be asked to stay in at break on the same day to complete the sheet.

8. Roles and Responsibilities

- 8.1 The headteacher will quality assure this policy by ensuring its dissemination to staff, governors and parents.

- 8.2 The headteacher will monitor feedback from the implementation of this policy through discussions with staff, parents and pupils, as deemed necessary.
- 8.3 Teaching and or support staff are responsible for the implementation of this policy and sharing the relevant expectations with the children in their class.
- 8.4 The teaching staff are responsible for ensuring that the homework is appropriate to the abilities of the child, set with sufficient time for completion and communicated to both pupils and parents/carers effectively.
- 8.5 The pupil's role is to set aside time to complete homework and return it to school.
- 8.6 The parent(s)/carer(s)'s role is to be actively involved in providing a suitable space for the homework to be carefully completed, ensure that it is returned on time and that any concerns and or complaints are dealt with according to the schools Complaints Policy.
- 8.7 Teachers and parent(s)/carer(s) need to reflect upon time allocated to homework and communicate with one another should they feel too little or too much time is being spent on homework.

9. Review of the policy

- 9.1 The governing body will review the Homework Policy every three years.
- 9.2 Following on-going monitoring and evaluation processes as set out in Section 8 the homework policy will be revised as required to ensure that it is effective.