



HEADLANDS PRIMARY SCHOOL HOMEWORK POLICY

Rational

Homework is an important part of a child's education and can add much to their development. It encompasses a variety of activities instigated by teachers, parents and carers to contribute to a child's learning and falls outside the school day.

Aims and objectives

- Consolidate and reinforce learning in school by allowing children to practise skills taught in lessons.
- Provide opportunities for parents, carers, children and school to work together in partnership to enhance learning.
- Enable pupils to make maximum progress in their academic and social development.
- Encourage children to develop responsibility, confidence and self-discipline needed to study independently.
- Encourage positive attitudes to learning outside school and an understanding of the importance of lifelong learning.
- Prepare Year 6 pupils for the transfer to secondary school.

Types and amount of homework

Throughout the school, we set a variety of activities including: reading, spelling, maths, Times Table Rock Stars, and project work. Activities may be set as a paper copy, via an online platform or by using a commercial computer programme. Some of these activities will require the support and direction of parents, however increasingly at Key Stage 2, we expect children to complete tasks more independently.

We increase the amount of homework as the children move through school. Timings are approximations and across the course of a week. The school recognises that lives are busy and appreciates there will be occasions when for personal reasons, homework is not completed or handed in on time.

Reception:

We ask that children read regularly to an adult and listen to a range of books being read to them; reading completed at home should be recorded in the children's red reading records. Children are also encouraged to practise reading and spelling their tricky words and complete one activity from their homework grid.

In total, these tasks should take no longer than around 50 minutes.

Year One and Two:

We ask that children read regularly to an adult and listen to a range of books being read to them; reading completed at home should be recorded in the children's red reading records. Children should also regularly practise reading and spelling their tricky words or regularly practice their Y2 spelling lists. In addition, one piece of maths homework will be provided to consolidate learning.

In total, these tasks should take no longer than around 1 hour.

Year Three and Four:

We ask that children read at least three times over the course of the week; we expect this to be recorded in the children's planners and signed off by an adult. In addition, the children are provided with one spelling task and one times table maths activity each week.

In total, these tasks should take no longer than around 1 hour and 10 minutes.

Once a year, children will be expected to complete a topic-related project. Each child will be provided with a project checklist to support them with their organisation and time management skills and we will expect this to be signed off weekly by an adult. The setting of maths and spelling tasks will be paused during these times and resume once the project work has been completed.

Year Five and Six:

We ask that children read at least three times over the course of the week; we expect this to be recorded in the children's planners and signed off by an adult. In addition, the children are provided with one spelling task and one maths task each week.

In total, these tasks should take no longer than around 1 hour and 20 minutes.

Each year, children will be expected to complete one individual project and one group project. Each child will be provided with a project checklist to support them with their organisation and time management skills and we will expect this to be signed off weekly by an adult. The setting of maths and spelling tasks will be paused during these times and resume once the project work has been completed.

Marking of homework

The school values homework and will ensure its completion is recognised: it may be marked by the teacher or self/peer-marked under the guidance of the teacher. Many commercially produced computer programs mark the tasks set at the time of completion.

Racial Equality and Equal Opportunities

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated to meet the needs of individuals.

Pupils with Special Educational Needs

Homework is given to all children as part of school life. School ensures that all tasks set are appropriate to the ability of the child. If a child has additional needs, the task will be adapted so that all children can contribute in a positive way.

Homework and absence

Children absent due to illness will not be set homework as school will assume the child is too ill to work. Homework will not be provided for children who are or will be going on holiday in term time. Homework will not be provided during designated school holidays

The role of parents and carers

Parents and carers have a vital role to play in their child's education and homework is an important part of this process. We ask them to encourage and support their child to complete all homework set and invite them to help their child as they feel necessary. Providing a quiet working space which allows them to concentrate will support them in doing their best.

In Key Stage Two, we ask parents and carers to check our online platforms and their children's planners regularly for homework tasks. Parents or carers who have a question about homework should contact their child's class teacher.

Headteacher: Mrs Ruth Ellis

Chair of Governors: Rev. Ron Smith

Reviewed: 10.11.2025