



Coundon Primary School



Together Everyone Achieves More

Homework Policy

June

2026

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Last Updated/Reviewed	June 2026
Scheduled Review Date	June 2029
Head Teacher's Signature/Date	<i>D. J. Mawle</i> 11/6/26
Chair of Governor's Signature/Date	<i>[Signature]</i> 11/6/26

Definition

Homework is work initiated by the school to be done outside class lessons. It is not an optional extra but an integral part of learning covering a range of activities appropriate to the age, ability and interests of the children. Homework activities include reading to parents, learning spellings and tables, written work, investigations and activities which encourage both academic and social skills and which promote independent learning.

In the instance where a child has a significantly high level of SEND, an EHCP or English as an Additional Language, more bespoke home learning opportunities will be provided. This will be discussed with the class teacher and/or a member of the school Inclusion Team.

Aims

To raise the attainment of pupils.

To ensure that the partnership between home and school is one which supports children's learning.

To consolidate and reinforce skills and concepts particularly in Maths and English.

To extend work done in lessons e.g. through enquiry and research.

To help pupils realise that learning takes place within and outside the classroom and to exploit a variety of resources for learning.

To establish good learning habits.

To give pupils the confidence and self-discipline needed for independent study.

To prepare pupils for the transition to secondary school and the requirements of homework and coursework.

Type of Homework

The following principles apply to all pupils:

All pupils will be expected to read each day, either by sharing a book with a parent or carer or silent uninterrupted reading.

Homework should be differentiated to meet the needs and circumstances of individual pupils.

Homework should not be used mainly for 'finishing off' work.

In Early Years: Each child will have two books. A Reading for Enjoyment book and Phonics book.

Parents are expected to start their child on the journey by reading a bedtime story each evening and asking questions about the story. Parents are expected to also practice phonics skills that come home each week through a targeted phonics book.

In Years 1 – 6 all pupils will be expected to learn spellings weekly as part of their homework

In Early Years:- parental involvement should be encouraged at an early stage and general guidance is provided as to how they can support their child's learning. Additional guidance is offered if pupils are experiencing specific difficulties such as fine or gross motor skills.

In Years 1 and 2:- in addition to reading, homework will also consist of 'Numbots' and spellings.

In Years 3 and 4:- in addition to reading, homework will also consist of 'TTRockstars' and spellings.

Homework in other subjects will be introduced but will not form a regular basis of homework.

In Years 5 and 6:- in addition to reading, homework will also consist of 'TTRockstars' and spellings.

Homework in English, Maths and other subjects may continue.

The Role of Home in Supporting Pupils

We recognise that the amount of support which parents will or can provide will vary considerably and pupils must never be penalised due to a lack of support or difficult home circumstances. If homework is not completed teachers will raise concerns in parent/ teacher meetings.

In EYFS and KS1, if reading is not completed – following a weekly check – teachers will send reminders to parents / carers.

In KS2, if reading is not completed – following a weekly check – children will be given an opportunity to read in school during a breaktime.

At the beginning of each term information detailing the topics for that term or half term will be sent home – this will also be available on the school website. Parents can use this information alongside general guidance on how they can encourage or help their child with homework.

At the start of the academic year, parents will be given a home-school agreement which sets out the expectations for homework in each phase. Parents will be encouraged to provide suitable conditions for their child to complete their homework. Parents will be asked to encourage their children to complete homework, praise them for doing so and show that homework is a valuable activity.

Feedback

Whatever homework is set there should be some acknowledgement that pupils have completed the work. This can take a number of different forms:

Homework marked with a comment – this may include a stamp.

There should be opportunities for oral feedback e.g. commenting on what children have discovered about a particular topic, identifying any common learning difficulties.

Where a specific learning task has been set e.g. spellings, number bonds, times tables, this should be followed up by tests or oral questioning.

Monitoring and Evaluation

Opportunities for homework should be part of subject planning and included within schemes of work. Homework should form part of the teachers' regular weekly planning.

Where monitoring and evaluation identify a particular problem e.g. pupils consistently failing to complete homework or concerns about the amount or type of homework set this should be drawn to the attention of the appropriate line manager.

Responsibility for monitoring and evaluating the effects of this policy lies with the Leadership Team.

