



Homework Policy

Adopted: Spring 2026
Review: Spring 2029

Meadgate Primary School Homework Policy

1 Introduction

- 1.1** Homework is anything children do outside the normal school day that contributes to their learning, in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support the children's learning. For example, parents who spend time reading stories to their children before bedtime are helping with homework.

2 Rationale for homework

- 2.1** Homework is a very important part of a child's education, and can add much to a child's development. We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home. Indeed we see homework as an important example of cooperation between teachers and parents. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire the skill of independent learning.
- 2.2** Homework plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe they develop their interests and skills to the full only when parents encourage them to make maximum use of the opportunities available outside school.

3 Aims and objectives

- 3.1** The aims and objectives of homework are:
- to enable pupils to make maximum progress in their academic and social development;
 - to help pupils develop the skills of an independent learner;
 - to promote cooperation between home and school in supporting each child's learning;
 - to enable all aspects of the curriculum to be covered in sufficient depth;

- to provide educational experiences not possible in school;
- to consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons;
- to help children develop good work habits for the future.

4 Types of homework

- 4.1** We set a variety of homework activities. In the Foundation Stage and at Key Stage 1 we give children books to take home and read with their parents. We give guidance to parents on achieving the maximum benefit from this time spent reading with their child. Sometimes we ask children to talk about a topic at home prior to studying it in school or complete a ‘wow’ card to share something great from home. For example, in the history topic on toys, we ask children to find out what toys were popular when their grandparents were young, and, if possible, to bring examples into school to show the other children. Sometimes we ask children to find and collect things that we then use in science lessons, and occasionally we ask children to take homework that they have started in school, when we believe that they could benefit from spending further time on it. When we ask children to study a topic, or to research a particular subject, we encourage them to use not only the school library but also the local library, as well as the Internet.
- 4.2** At Key Stage 2 we continue to give children the sort of homework activities outlined in paragraph 4.1, but we expect them to do more tasks independently. We may set literacy and numeracy homework as part of our topic approach and we expect the children to consolidate and reinforce the learning done in school through practice at home. We also set homework as a means of helping the children to revise for examinations, as well as to ensure that prior learning has been understood.
- 4.3** Homework is assessed by the class teacher. Exceptional pieces of homework will be shown to the Headteacher and rewarded accordingly. Homework not returned will not be chased. It is the child’s responsibility to return the homework.
- 4.4** We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways, while others demand a particular approach.

5 Amount of homework

- 5.1** As they move through the school, we may increase the amount of homework that we give the children. We expect children in EYFS and Year 1 to spend approximately one hour a week doing homework,

although this may well include reading with a parent. We expect children in years 2 and 3 to spend approximately 15–20 minutes per night reading, the children in years 4, 5 and 6 should spend approximately 15-20 minutes per night reading and 30 minutes on other activities if they have been set.

6 Inclusion and homework

6.1 We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework to pupils who are named on the register of special needs, we refer to those pupils' one planning documents or one page summaries where possible. We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings.

7 The role of parents

7.1 Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as and when they feel it to be necessary and to provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

7.2 If parents have any questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the headteacher.

8 Monitoring and review

8.1 It is the responsibility of our governing body to agree and then monitor the school homework policy. Our governing body may, at any time, request from our headteacher a report on the way homework is organised in our school.