



Wellington Community Primary School **Homework Policy**

Written: September 2025
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Review Date: September 2025

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Approval Date: _____

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Aims of Policy

- To provide a clear definition of the purpose and nature of homework across The Federation of Wellington Community Primary School and Marlborough Infant School ("The Federation").
- To identify our shared views of good practice.
- To establish how homework will be organised and how we ensure progression across the school.
- To identify the roles and responsibilities of those involved.
- To make clear the ways in which we aim to ensure that the policy makes an important contribution to the quality of teaching and learning in the school.

Definition

At Wellington, we view homework as being a supported or independent task undertaken outside of curriculum time which reinforces, extends or enriches current learning.

Purpose

The purpose of homework is to provide opportunities for parents to be involved in their child's learning. It enables children to practise and consolidate skills and aims to broaden the context of learning and provide enrichment and extension. Finally, it aims to enable children to take responsibility for their own learning, to become independent learners and to develop perseverance.

Good practice

We believe that the following principles ensure good practice:

- That staff, parents and governors are involved in developing the policy through feedback from questionnaires, letters and parent/teacher consultations.
- The policy is co-ordinated by SLT.
- A variety of approaches are used to ensure that parents and children are aware of homework expectations and organisation.
- Homework allocations are made clear and regular communications made in a variety of ways.
- Homework is set in a structured way to help children develop regular study patterns (with parental help if needed).
- There is regular feedback and praise for completed work and a system in place for responding to children who fail to complete.
- The reasons why homework has not been completed are investigated before action is taken; although after three consecutive times where homework is not completed, parents will be contacted. Children not completing homework will complete the work during a break or lunch.
- School to provide support, time and resources to children who have no resources at home to complete the homework.
- In planning homework, teachers set clear learning intentions and tasks are appropriate.
- There is a clear system for monitoring how the policy requirements are being fulfilled.
- The policy is reviewed regularly with the School Improvement Plan.
- Children have access to TT Rockstars and/or Numbots.

Range of Activities

A variety of tasks are planned to meet the needs of our pupils at different stages of their school journey.

EYFS:

- Sound cards (phonics)
- Encourage reading and counting activities at home in every-day life
- Upload photos of activities and achievements on Tapestry

KS1:

- Reading: 3x weekly (minimum) - recorded by an adult at home in reading diaries
- Maths: Numbots / TT Rockstars - 'little and often' throughout the week. The aim is for children to complete an hour over the week
- Spellings: 5 spelling words to learn each week, set by the class teacher. Weekly tests are then carried out in school to check and address gaps.

KS2:

- Reading: 3x weekly (minimum) - recorded in reading diaries. This can be evidenced in a range of ways including a task for vocabulary acquisition, inference of characters and prediction of plot.
- Maths: Numbots / TT Rockstars. The aim is for children to complete an hour over the week
- Written arithmetic or reasoning practice (subject to year group) .
- Spellings: 5 spelling words to learn each week, set by the class teacher. Weekly tests are then carried out in school to check and address gaps.

In addition to weekly homework, occasional 'projects' may also be set which are linked to learning in school. These would be completed over a longer period of time, i.e. a half term.

Roles and Responsibilities

Class teachers will set purposeful activities which are linked to the curriculum content and ensure they are accessible for all pupils.

Class LSAs will respond to children's efforts, providing encouragement and reward and will investigate the reasons for homework not being completed before responding with sanctions and inform teachers of any individual issues or support needed.

Parents have an important role in supporting children's efforts. They need to be aware of what homework is set and provide both encouragement and/or support to complete it and an appropriate environment for its completion.

Children are responsible for completing tasks as requested (with increasing independence as they move through the school) and to take responsibility for organising any information or equipment they require.

Responding to children and ensuring that homework is completed

Homework is lightly marked and any misconceptions picked up. If homework is regularly incomplete, the consequence will be that they will complete the work in their break or lunch.

Parents will be informed if a child regularly fails to complete homework. We appreciate the support given to children by the parents at home.

Special arrangements

Class teachers will ensure that tasks are set which are appropriate to meet the needs of all children, including those with special educational needs as well as those requiring further challenge.

Monitoring and Evaluation

In order to ensure that the policy directly contributes to the quality of teaching and learning, the provision of homework will be regularly monitored. Parents will also be given opportunities to share their views with teachers at parent consultations and other occasions as appropriate.