Ladygrove Primary School

Homework Policy

October 2026

Review date October 2027

1. Purpose and Aims

At Ladygrove Primary School and Nursery, homework is defined as purposeful learning that pupils are asked to complete outside lesson time, independently or with appropriate support from parents and carers.

Homework is intended to:

- consolidate and reinforce learning taught in school;
- support fluency in reading, phonics, spelling, grammar and mathematics;
- develop independence, responsibility and positive learning habits;
- encourage pupils to use the characteristics represented by our learning animals: resilience, reciprocity, reflectiveness and resourcefulness;
- strengthen the partnership between home and school; and
- help prepare older pupils for the expectations of secondary school.

Homework will be purposeful, manageable, age-appropriate and clearly linked to classroom learning. The quality and relevance of tasks will be prioritised over the quantity of work set.

2. Principles

Homework should provide a positive and achievable learning experience. Tasks will:

- have a clear purpose;
- be matched appropriately to pupils' ages and stages of development;
- build progressively as pupils move through the school;
- take account of pupils' individual needs;
- be explained clearly;
- avoid placing unreasonable demands on family time or resources; and
- receive appropriate acknowledgement or feedback.

Class teachers will usually set homework weekly. Expectations may be adapted when appropriate, for example during school holidays, assessment periods or special curriculum events.

3. Homework Expectations

Reception

- Phonics flashcards or other phonics practice
- Regular reading
- NumBots

Year 1

- Spelling or phonics practice
- Regular reading
- NumBots

Year 2

- Spelling
- Regular reading
- NumBots
- Times Tables Rock Stars (TTRS), when appropriate

Years 3 and 4: Lower Key Stage 2

- Regular reading
- Spelling
- Times Tables Rock Stars (TTRS)
- Cracking Times Tables in Year 3
- Mathematics activities in Year 4

Years 5 and 6: Upper Key Stage 2

- Regular reading
- Times Tables Rock Stars (TTRS)
- Spelling, punctuation and grammar activities
- Mathematics activities
- Year 6 pupils may also be provided with SATs revision books from the spring term onwards.

Teachers may set other short, purposeful tasks that support current classroom learning.

4. Online Platforms and Resources

Pupils may be provided with login details for suitable online learning platforms, including:

- NumBots;
- Times Tables Rock Stars (TTRS); and
- Cracking Times Tables.

The platforms used may vary according to pupils' year groups and learning needs. The school will provide guidance where necessary. Pupils should follow the school's online safety expectations whenever they access digital homework.

Families should contact the class teacher if they experience difficulties accessing an online platform or suitable technology. Alternative arrangements or resources will be considered so that no pupil is disadvantaged.

5. Reading at Home

Pupils are expected to read with an adult at least three times each week. Parents and carers are encouraged to record these reading sessions in their child's reading diary, which will be checked in school.

As pupils become more fluent and independent, they may read silently or independently; however, regular discussion with an adult remains valuable. Parents and carers can support reading by asking children to:

- retell what they have read;
- explain the meaning of unfamiliar words;
- predict what may happen next;
- discuss characters, events and information; and
- give reasons for their ideas using evidence from the text.

6. Inclusion and Reasonable Adjustments

The school recognises that pupils have different needs and that families have different circumstances. Homework expectations may therefore be adapted where appropriate.

Teachers will consider reasonable adjustments for pupils with special educational needs and disabilities, pupils with English as an additional language and pupils experiencing other barriers to learning. Adjustments may include:

- differentiated or alternative activities;
- additional explanations or resources;
- adjusted timescales;
- reduced task length;
- printed alternatives to online work; or
- opportunities to complete homework in school.

No pupil will be disadvantaged because they do not have access to particular resources, technology or a quiet working space at home. Parents and carers are encouraged to contact the class teacher if support is required.

7. The Role of Pupils

Pupils are expected to:

- listen carefully to homework instructions;
- ask for help if they do not understand a task;
- make a reasonable effort to complete homework;
- return work or complete online activities within the agreed timeframe;
- take care of books and resources; and
- complete work honestly and to the best of their ability.

8. The Role of Parents and Carers

We recognise that family circumstances and commitments vary. Parents and carers play an important role in encouraging positive attitudes towards learning at home.

We ask parents and carers to:

- encourage their child to attempt the homework set;
- provide a suitable place to work where possible;
- support their child without completing the work for them;
- encourage and praise effort;
- support regular reading;
- help their child to care for school resources;
- inform the class teacher if their child has experienced difficulty with a task; and
- work in partnership with the school where concerns arise.

Parents and carers who have concerns about homework should speak to the class teacher in the first instance. If further discussion is required, the matter may be referred to a member of the Senior Leadership Team or the Headteacher.

9. The Role of the Class Teacher

Class teachers will:

- set purposeful and age-appropriate homework;
- establish a clear and manageable routine;
- ensure that tasks are linked to learning and have an identifiable purpose;
- give pupils and families clear instructions;

- provide guidance to parents and carers when necessary;
- make appropriate adaptations and reasonable adjustments;
- promote consistency across classes within each phase;
- monitor engagement with homework;
- acknowledge pupils' effort and provide suitable feedback; and
- discuss concerns with pupils and families in a supportive manner.

Guidance may be shared through written instructions, class communications, parents' evenings, information leaflets or parent workshops.

10. The Role of the Headteacher, Senior Leaders and Governing Body

The Headteacher and Senior Leadership Team will:

- oversee the implementation of this policy;
- promote consistency across the school;
- support staff in addressing barriers to homework completion;
- respond to concerns from families where appropriate; and
- review the effectiveness and impact of homework arrangements.

The Governing Body will:

- approve and review the policy;
- monitor its implementation at an appropriate strategic level; and
- seek assurance that homework arrangements are inclusive, manageable and supportive of pupils' learning.

11. Feedback and Recognition

Feedback may take a range of forms depending on the task, including:

- verbal feedback;
- whole-class feedback;
- peer or self-assessment;
- review of online activity;
- acknowledgement in reading diaries;
- discussion in lessons; or
- recognition of effort and improvement.

Not every piece of homework will receive written marking. Feedback will be proportionate to the task and focused on helping pupils consolidate learning or understand their next steps.

Effort, independence, improvement and regular engagement may be recognised through praise, certificates, ClassDojo points or other school reward systems.

12. When Homework Is Not Completed

The school will respond supportively when homework is not completed. Staff will seek to understand whether there are barriers affecting the pupil or family and will offer guidance or reasonable support where appropriate.

Failure to complete homework will not result in a pupil missing essential curriculum learning. Where concerns are repeated, the class teacher may discuss them with the pupil and their parents or carers so that an appropriate way forward can be agreed.

13. Monitoring and Review

The implementation of this policy will be monitored through feedback from pupils, staff and families, together with appropriate reviews of homework routines and engagement.

The policy will be reviewed annually, or earlier if changes to school practice or relevant guidance make this necessary.

Policy Document Status

Item	**Details**
Date of policy review	October 2026
Policy lead	Kirsty Stewart
Contributors	Class teachers, Senior Leadership Team and governors
Date adopted by the Governing Body	October 2026
Next review date	October 2027