



POLICY AND PROCEDURE FOR HOMEWORK PROVISION

RATIFYING COMMITTEE	Educational Standards & Achievement Committee
DATE RATIFIED	
NEXT REVIEW DATE	Summer 2026

ACCOUNTABLE LEAD/ POLICY AUTHOR: J. Sach / J. Baxter

POLICY OBJECTIVES

The objectives of this policy are to describe the standards expected and the supporting processes for the:

Provision of homework across the school

Control and review of homework procedures.

Monitoring of compliance with and the effectiveness of homework provision.

The development of this policy has involved due regard to the requirements of the Equality Act 2010.

1. Executive Summary

The purpose of this policy is to provide a structured description of homework practice across the school, and the principles upon which this is based. The objectives of the policy are to describe the standards expected in order to ensure that homework:

- is approached in a consistent and transparent manner across the school
- consolidates and reinforces learning that takes place in school and allows children to practise the skills they are taught in lessons
- is appropriate to the needs of each child so that they are able to feel proud of their achievements
- fosters the characteristics of effective learning strategies
- ensures that parents/carers can support their children effectively

This policy applies to all staff involved in the preparation and provision of homework across the school. It has specific implications for:

- class teachers
- parents
- pupils
- subject leaders
- the Head Teacher
- the Full Governing Body

2. Contents Page

Section	Section Title	Page Number
1	Executive Summary	2
2	Contents	3
3	Introduction 4.1) Rationale 4.2) Scope 4.3) Principles	4 4 4 4
4	Policy Standards	5
5	Definitions 6.1) Statutory Documents 6.2) Policies 6.3) Procedures 6.4) Guidelines	6
6	Duties: 7.1) Full Governing Body 7.2) Leadership Team 7.3) Teachers 7.4) Parents/Carers 7.5) Children	6 6 6 7 7 7

3 Introduction

3.1 Rationale

Homework is anything children do outside the normal school day that contributes to their learning, in response to guidance from school. There are no statutory requirements for a primary school to set homework. This new policy was originally developed in response to consultation with children, parents and staff, in order to ensure that we provide a consistent and effective approach to homework across the school.

The purpose of this policy is to ensure a progressive, structured and systematic approach to the provision of homework at Ravenbank. Without this consistent approach, it would be difficult for children to develop their independent learning skills, or for parents to support them with their home learning in an effective manner. Parents and children need to know what is expected from homework, how it is to be completed and when it is to be collected from and returned to school.

3.2 Scope

This policy applies to all individuals involved with the preparation, delivery and completion of homework. It has specific implications for the:

- Full Governing Body
- Head Teacher
- Subject Leaders
- Class Teachers
- Parents/Carers
- Children

*Subject Leaders in the context of this policy are members of staff who have an explicit responsibility for the development and/ or delivery of a specific aspect of teaching/ learning/ development; as defined in the School Development Plan.

3.3 Principles

Homework can encompass a wide variety of activities which extend beyond the completion of written activities. For example, reading with a child before bed, or cooking pancakes in order to develop maths skills, can both be thought of as homework.

Homework forms a valuable part of a child's education, and can add much to their development. As well as having a positive role in raising a child's level of attainment, it encourages the development of independent and effective learning skills, which will impact on a child's learning across the curriculum. It

also offers an opportunity for children to share their learning with their parents and carers, and to take pride in what they have achieved.

In addition to adult-initiated learning, free-time and play are also key to a child's growth and development. Whilst homework is important, it should not prevent children from taking part in the other activities that play an important part in their lives. By providing a consistent approach to homework across the school, families should find it easier to balance homework expectations with their often busy lives. This promotes the development of each child as a unique individual whilst also providing them with the best opportunities to achieve their maximum potential.

At Ravenbank, we want homework to be a positive and beneficial experience for the children in our care, which complements the work that is taking place in school. We wish parents to see it as an opportunity to share in their child's learning experiences and for the child to feel proud of their achievements.

4. The policy standards

The below table outlines the guidance and structure of homework expectations across the school and is broken down by year-group.

Year Group	Foster a love of reading	Strengthen spelling skills.	Consolidate Basic Maths Skills. Applying and using maths skills in real contexts	Extended activities linked to classroom learning (Maths/English/ Wider Curriculum)
EYFS	Daily reading with an adult– 5 mins. Books changed Mon – Weds – Fri	Half-termly newsletter with optional home learning suggestions linked to activities taking place in class.		
Year 1	Daily reading with an adult – 10 minutes. Books changed Mon-Weds-Fri	Tuesday 'Spelling Shed' activity (max 8 words) to be tested on / completed by the following Tuesday.	Tuesday maths homework on 'My Maths' to be completed by the following Tuesday.	
Year 2	Daily reading with an adult – 10 minutes. Books changed Mon-Weds-Fri (working towards changing books independently)	Tuesday 'Spelling Shed' activity (max 10 words) to be tested on / completed by the following Tuesday.	Tuesday maths homework on 'My Maths' to be completed by the following Tuesday.	Times tables practice

Year Group	Foster a love of reading	Strengthen spelling skills.	Consolidate Basic Maths Skills. Applying and using maths skills in real contexts	Extended activities linked to classroom learning (Maths/English/ Wider Curriculum)
Year 3	Daily reading – 15 minutes. Children change books independently.	Tuesday 'Spelling Shed' activity (max 12 words) to be tested on / completed by the following Tuesday.	Tuesday maths homework on 'My Maths' to be completed by the following Tuesday.	Times tables practice Expeditions reading or research.
Year 4	Daily reading - 20 minutes. Children change books independently.	Tuesday 'Spelling Shed' activity (max 12 words) to be tested on / completed by the following Tuesday.	Tuesday maths homework on 'My Maths' to be completed by the following Tuesday.	Times tables practice Expeditions reading or research.
Year 5	Daily reading - 25 minutes. Children change books independently	Tuesday 'Spelling Shed' activity (max 15 words) to be tested on / completed by the following Tuesday.	Tuesday maths homework on 'My Maths' to be completed by the following Tuesday.	Times tables practice Expeditions reading or research.
Year 6	Daily reading - 30 minutes. Children change books independently	Tuesday 'Spelling Sped' activity to be tested on / completed by the following Tuesday.	Tuesday maths homework on 'My Maths' to be completed by the following Tuesday.	Times tables practice Expeditions reading or research. Monster Learning – extra tasks in the Spring Term before SATs.

5. Definitions

n/a

6. Duties

Role of the Governing Body	To take responsibility for the effective implementation, monitoring and evaluation of this policy.
Role of the Leadership Team	<p>The Leadership Team will:</p> <ul style="list-style-type: none"> • promote the policy by raising its status and importance • ensure that homework is set in line with the policy • provide supportive guidance for parents • keep up to date with new developments with regards to homework • monitor and evaluate this policy
Role of the Teachers	<p>The Teachers will:</p> <ul style="list-style-type: none"> • ensure that homework set is in line with the policy • set homework appropriate for each child • explain what the homework is, how it is to be completed and when it is to be returned to the child • provide opportunities for sharing of homework tasks in class and provide feedback
Role of the parents/carers	<p>Parents/carers are asked to:</p> <ul style="list-style-type: none"> • support their child to complete homework set. • read with their child and make a note in the reading record book (or ensure the children have completed their own record) and sign it weekly • support the school in explaining to children that homework is valued and aids learning • encourage their child and praise them when homework is completed • contact the class teacher if they are not sure of some aspect of the homework, or if their child is experiencing difficulties completing it • contribute to the school parent surveys so that the school can monitor its effectiveness
Role of the children	<p>Children are asked to:</p> <ul style="list-style-type: none"> • make sure that their homework is taken home on the day that it is set • complete their homework and hand it in on time • listen carefully in class to make sure they understand the task that is set • contribute to pupil interviews and surveys on homework for the school to monitor and evaluate • have a go at all homework activities • tell the teacher if they are having any problems completing the homework

This policy will be reviewed annually.