



LEAGRAVE PRIMARY SCHOOL

‘Striving for Excellence, learning for life’

HOMEWORK POLICY

Ratified by Governors

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NON-STATUTORY

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.



Leagrave Primary School

Homework Policy

Introduction

The school policy was developed and agreed by the whole staff and has the full agreement of the Governing Body. The policy was approved and ratified by the Governing Body during the Autumn Term 2026.

Aims

Through this policy we aim to:

- ensure that parents are clear about what their child is expected to do.
- ensure consistency of approach throughout the school.
- use homework as a tool to help continue to raise standards of attainment.
- improve the quality of learning experience offered to pupils and to extend it beyond the classroom environment.
- provide opportunities for parents, children and the school to work together in partnership in relation to children's learning.
- encourage pupils and their parents to share and enjoy learning experiences.
- reinforce work covered in class by providing further opportunities for individual learning.
- practice or consolidate basic skills and knowledge, especially in Maths and English.
- encourage children to develop the responsibility, confidence and self-discipline needed to study independently.
- to prepare Year 6 pupils for the transfer to secondary school.

The Nature of Homework

It should be noted that homework can be set in many different forms with many different expectations and outcomes. At Leagrave Primary School, the weekly homework is set on Google

Classroom.

It is important to remember that when expecting and setting homework there are a number of points to consider: -

1. Homework varies in content and style as pupils' progress through school
2. Amount and frequency of homework should increase as a pupil gets older.
3. Homework should not cause undue stress on the pupil, family or the teacher.
4. It will not necessarily come in the form of a written task.
5. Homework should be set regularly from the Foundation Stage to Year 6.
6. Homework will cover varied subjects; however, English and Maths will be set every week.
7. Homework will relate to skills and knowledge being taught in class.

Recommended Time Allocation

Homework should be manageable and should not cause unnecessary stress for pupils or their families. We recognise that every child is different, and we are happy to make reasonable adjustments if there are any concerns or if a pupil needs additional support.

At Leagrave, homework will be set on a weekly basis, following government recommendations for time spent on homework activities:

Years 1 and 2 – approximately 1 hour per week

Years 3 and 4 – approximately 1.5 hours per week

Years 5 and 6 – approximately 2.5 hours per week

Homework Tasks

At our school, we see reading as an important and valuable activity for every child. Reading every day helps children develop their vocabulary, improve their fluency and comprehension skills. We therefore expect all children to read at home every day, with an adult.

In addition to daily reading, children will be set homework to reinforce and embed the learning taking place in school.

Foundation Stage

These may include:

- Reading books and key words.
- Basic alphabet sounds.
- Counting up and down stairs.
- Reciting nursery and counting rhymes.
- Identification of shapes in the environment.

Years 1 and 2

As well as daily reading to an adult:

- Spelling practice:** Daily spelling practice, with a focus on words and spelling patterns that children have been exposed to throughout the week. (5 minutes)
- Number fluency:** Daily use of NumBots for year 1 and Times Table RockStars for year 2 (5 minutes) to develop and strengthen children's number fluency and confidence with basic number facts.
- Google Classroom:** Tasks shared through **Google Classroom** weekly to reinforce and embed learning taking place in class. (10 minutes)
- Handwriting:** Optional handwriting sheets to support children in developing clear, consistent and accurate letter formation.

Years 3

As well as daily reading to an adult:

- Spelling practice:** Daily spelling practice, with a focus on words and spelling patterns that children have been exposed to throughout the week. (5 minutes)
- TimesTable RockStars:** to develop and strengthen children's times table knowledge and understanding. (10 minutes)
- Google Classroom:** Tasks shared through **Google Classroom** weekly to reinforce and embed learning taking place in class. (20 minutes)

Year 4

As well as daily reading to an adult:

- Spelling practice:** Daily spelling practice, with a focus on words and spelling patterns that children have been exposed to throughout the week. (5 minutes)
- TimesTable RockStars:** to develop and strengthen children's times table knowledge and understanding. (15 minutes)
- Google Classroom:** Tasks shared through **Google Classroom** weekly to reinforce and embed learning taking place in class. (15 minutes)

Years 5

As well as daily reading to an adult:

- Spelling practice:** Daily spelling practice, with a focus on words and spelling patterns that children have been exposed to throughout the week. (10 minutes)
- TimesTable RockStars:** to develop and strengthen children's times table knowledge and understanding. (20 minutes)
- Google Classroom:** Tasks shared through **Google Classroom** weekly to reinforce and embed learning taking place in class. (10 minutes)

Year 6

As well as daily reading to an adult:

- Spelling practice:** Daily spelling practice, with a focus on words and spelling patterns that children have been exposed to throughout the week. (10 minutes)
- TimesTable RockStars:** to develop and strengthen children's times table knowledge and understanding. (20 minutes)
- Google Classroom:** Tasks shared through **Google Classroom** weekly to reinforce and embed learning taking place in class. (10 minutes)

•**Extended Learning homework** focusing on Reading **or** Maths, this will embed learning that has taken place in class. (15 minutes)

Children with Identified SEND

Children with a SEND need will receive homework that is motivating and pitched at a level which is appropriate. This will be ascertained on an individual-child-basis. Homework tasks will relate, where possible, to any IEP / EHC target which the child may have.

Role of the Class Teacher

- To provide an explanation of homework tasks to parents when necessary and give guidance as to how they might assist their child.
- To set up regular homework in an easily followed routine.
- To ensure that homework is set consistently across classes in the cohort/phase.
- To ensure any homework is purposeful and links directly to the curriculum being taught.
- To reward and praise children who regularly complete homework tasks.
- To mark homework on a weekly basis and provide feedback to pupils.
- Stickers and housepoints can be awarded as appropriate.
- To keep a record of homework completion/in-completion and follow up as appropriate:

Children who do not complete a homework task should be asked to hand it in the next school day and parents will be informed.

If the homework is not completed the next day, parents will be notified and an opportunity during break or lunchtime will be provided to complete the work.

For children who frequently miss homework deadlines, a meeting with the pupil, parent, teacher and phase leader will be set up. Reasons for incompletion should be explored in more depth and targets set with strategies. This will be reviewed regularly with the pupil and parents. If no improvement is made, a member of the Senior Leadership Team will meet with the pupil and parents to discuss next steps.

Role of Parent / Carers

At Leagrave Primary School we are very keen for parents to support and help their children with homework. Children are likely to get more out of an activity if parents get involved providing they offer appropriate support.

There are times when we will want to see what children can do on their own. It is particularly

important, as they get older, for children to become increasingly independent in their learning.

If a parent is unsure about what their role should be or how they can support, they should discuss it with their child's teacher.

At Leagrave, we would like parents:

- To support the school by ensuring that their child attempts the homework.
- To provide a suitable place for their child to access Google Classroom and carry out their homework.
- To encourage and praise their child when they have completed their homework.
- To be actively involved and support their child with homework activities.
- To make it clear that they value homework and they support the school by explaining how it can help learning.

Role of the Pupil

- To listen when tasks are shared and record as appropriate.
- To ask your teacher if you are unsure of something.
- To organise resources and materials, so you can complete your homework effectively.
- To complete homework as required and submit it on time.
- Where paper copy of homework is provided, ensure homework is presented to a high standard and in line with the presentation policy.

General Artificial Intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Leagrave Primary School recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism.

Pupils may use AI tools as a research tool to help them find out about new topics and ideas.

Pupils may not use AI tools:

- During assessments
- To write their homework or class assignments, where AI-generated text is presented as their own work

General

- If children are absent due to illness or in hospital, additional homework will be set on Google Classroom, if agreed and deemed appropriate.
- If a child is absent for a length of time e.g. with a broken leg, the teacher and the parent will agree what should be done and what sort of support is needed.
In such circumstances the teacher should consult the Headteacher first.
- Parents/Carers who have queries about homework should not hesitate to make an appointment to see their child's teacher.

Review

This policy will be reviewed in the Autumn term 2029.