

Brandwood Community Primary School

Homework Policy

Approved by the Teaching & Learning Governor Committee: May 2026
Review Date: May 2027

Rationale

This policy provides a coherent framework for teachers to utilise when planning, supporting and monitoring weekly homework tasks.

The purpose of homework is to reinforce and extend school-based learning and support the development of independent learning and organisational skills, which are essential to further education beyond the primary setting. Effective homework strategies will also contribute towards improving attainment and achievement outcomes, celebrate individual work ethic and support the development of positive home-school relationships and communication.

Policy Aims

The school leadership team and wider staff team aim to:

- ❖ Ensure sufficient financial and time commitment is invested into providing high quality resources and an effective, quality assured framework for homework
- ❖ Establish SLT quality assurance, availability of high-quality homework resources, consistency of standards and effective home-school communication
- ❖ Consult with the relevant SENDCo and the EYFS and EAL Lead regarding the homework strategy to ensure the tasks set are accessible and reflective of the needs of all learners, working with families to deliver a broad and ambitious curriculum
- ❖ Consistently provide homework that is carefully planned and monitored to ensure it is of a high standard throughout school and completed as expected
- ❖ Share clear expectations of homework with parents and carers and actively engage with them to support the completion of tasks set
- ❖ Provide parents, carers and learners with regular, clear guidance to support them to access all planned homework and opportunities to raise queries or concerns
- ❖ Foster a mutually supportive home-school relationship with regards to confidently engaging with weekly homework tasks
- ❖ Encourage the development of enthusiasm, perseverance and self-discipline in learners when learning at home by celebrating individual homework achievements in school or via remote communication
- ❖ Provide parents and carers with regular updates on their child's progress and achievements

Homework Expectations

Class Teachers will complete a weekly homework flyer, which outlines the pages to be completed in the relevant CGP workbooks (Reception and Y1 – phonics & maths, Y2-4 reading comprehension & maths, Y5-6 reading comprehension, grammar & maths) along with spellings to be learnt in preparation for the weekly spelling test and the relevant learning platforms that should be accessed to promote accelerated progress in spelling, reading & maths. Please find attached an example homework flyer to demonstrate this (**Appendix 1**). Homework flyers are distributed in EYFS and KS1 every Wednesday and all written homework is expected to be returned the following Monday; online tasks should also be completed by the following Monday at the latest each week. In KS2 homework is distributed on Friday and returned on Tuesday and online tasks are to be completed as directed by the class teacher, when necessary.

Homework engagement and completion is monitored by the class teachers and if a child is repeatedly not completing their homework this is reported to the Phase Lead so any support needed to address issues raised can be planned. For example, weekly homework clubs have been set up to support learners who are not able to complete their homework at home; parents and carers are contacted to advise them of this option.

Inclusion

For learners who are unable to access the CGP workbooks, class teachers will provide differentiated homework activities with paper-based homework sheets or relevant practical activities, whilst still utilising the personalised online platform resources to set e-books and maths activities. In some individual cases this may not be appropriate; support from the relevant SENDCo or EAL Lead is available to plan for those who require further personalisation of differentiated homework support.

Weekly homework will differ slightly from year group to year group but will include a combination of the following:

- ❖ Individual reading books (Read, Write Inc for Key Stage 1 and Reading Planet for Key Stage 2) with comprehension activities and a preference library book (at the recommended reading age)
- ❖ Spelling list of words to be learnt for the following week's spelling test
- ❖ Spelling Shed with activities linked to weekly spelling rules
- ❖ Phonics task (paper-based task or CGP workbook)
- ❖ Reading comprehension task (CGP workbook)
- ❖ Grammar task (CGP workbook)
- ❖ Maths task (paper-based task or CGP workbook)
- ❖ Numbots or Timetables Rock Stars (individualised number bond or multiplication tasks)
- ❖ Reading Plus in KS2 (with a focus on reading fluency)
- ❖ Bug Club in KS1 (online differentiated reading books with corresponding activities)

To access the relevant learning platforms, individual password lists for all online platforms will be stuck in the back of home-school diaries at the start of each new academic year. Online platform instruction guides (step-by-step) will be sent home at the end of each academic year with the summer homework packs and will be available for reference throughout the year on the school website.

In Y6 SATs revision books are also utilised to further supplement weekly homework. Additional phonics activity workbooks are also provided to Y1 and some Y2 learners, as required, and learners in Y4 have a multiplication tables activity workbook, which often links to the homework activity sheet.

In addition to the weekly homework activity sheets the following will also be sent home half termly:

- ❖ Topic activities linked to geography & history (purple mash tasks set by class teachers – instructions on homework flyer at the start of the half term)
- ❖ Relevant knowledge organisers, to encourage independent research and preparation for topic work

Roles & Responsibilities

SLT Responsibilities:

- ❖ Directing the relevant members of the admin team re printing and distribution of weekly homework flyers
- ❖ Monitoring the quality of all homework provision throughout school
- ❖ Monitoring levels of compliance and engagement with homework in each class (data collated half termly)
- ❖ Providing homework support sessions for those identified as requiring additional support
- ❖ Providing personalised homework and support for identified learners with SEND or INA individuals and their families, in liaison with the relevant SENDCo and EAL lead
- ❖ Ensuring staff are fully trained, competent and confident to use the homework online platforms
- ❖ Promoting engagement with homework via meetings and workshops for parents and carers and devising systems to celebrate the regular return of homework that is of a high standard
- ❖ Conducting parent and carer surveys re homework and collating the results to inform self-evaluation and further improvement planning

Class Teacher Responsibilities:

- ❖ Completing and distributing weekly homework flyers
- ❖ Setting personalised work on the agreed learning platforms for homework, appropriate to the ability of all individuals
- ❖ Collating individualised homework resources, linked to personal targets, for learners who are unable to access the year group homework, in liaison with the relevant SENDCo and EAL Lead as appropriate

- ❖ Maintaining a weekly register to record compliance with the homework tasks set (written and online) to be reviewed and discussed with their phase lead half termly
- ❖ Providing feedback to learners on homework tasks via marking CGP workbooks and monitoring access to online learning platforms; where feedback cannot be provided via an online learning platform, text messages will be sent home to praise achievements
- ❖ Liaising with their Phase Lead, DSL, SENDCo or EAL Lead regarding any learners in need of additional support or further differentiated resources
- ❖ Making full use of the text messaging service (Teachers2Parents) to remind, promote and encourage learners re homework compliance

Parent & Carer Responsibilities:

- ❖ Encouraging their child to complete the set weekly homework tasks
- ❖ Encouraging their child to do their best with all tasks set, without adding unnecessary pressure
- ❖ Providing a convenient opportunity and appropriate workspace for their child to complete their homework in the time frame set
- ❖ Ensuring that access to a device in the home is available for their child (if necessary and feasible) and that parental controls are in place whilst their child is accessing the internet
- ❖ Carefully monitoring their child whilst accessing the internet and the identified learning platforms to ensure they are being used safely and appropriately
- ❖ Encouraging their child to complete their homework tasks as independently as possible and liaising with the class teacher about their ability to do this via the home-school diary
- ❖ Contacting school via telephone or email to discuss any issues they have accessing the online learning platforms or any concerns they have about their child (including any learning or wellbeing concerns they may need additional support with)

Policy Monitoring & Evaluation

This policy will be monitored by the Senior Leadership Team on a termly basis and by the Teaching and Learning Governor Committee on an annual basis. Evidence will be sought to confirm that the policy is promoted effectively to all stakeholders, ensuring that staff, learners, parents and carers understand and meet their responsibilities.

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Example KS1 Homework Flyer

Year 1 – Homework: __/__/__													
Learning Platforms Your login details for Bug Club and Numbots are in the back of your home-school diary. Please read the books set for you on Bug Club as part of your weekly homework. Also, please spend some time on Numbots to practise your maths skills.  	Spellings Practise your weekly spellings using look, cover, spell, check or ask someone to test you by reading them aloud whilst you write them down. <table border="1"> <thead> <tr> <th>Key words</th> <th>Sound words</th> </tr> </thead> <tbody> <tr> <td>but</td> <td>look</td> </tr> <tr> <td>the</td> <td>book</td> </tr> <tr> <td>one</td> <td>cook</td> </tr> <tr> <td>and</td> <td>hook</td> </tr> <tr> <td>he</td> <td>shook</td> </tr> </tbody> </table>	Key words	Sound words	but	look	the	book	one	cook	and	hook	he	shook
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Homework Books Complete page __ of your CGP maths book. Complete page __ of your CGP phonics book.	Your spelling test will be on Tuesday .												