



Homework Policy

St Martin's C of E Primary School

'Inspiring children to be the best they can be'

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Implementation date	Autumn 2026
Review date	Autumn 2028
Policy owner	Headteacher / Teaching and Learning Lead



1. Purpose and policy context

At St Martin's, homework is purposeful learning completed beyond the classroom. It strengthens the partnership between school and home, gives pupils well-chosen opportunities to practise and retrieve important knowledge, and supports the development of age-appropriate independence.

This policy should be read alongside the Teaching, Learning and Curriculum Policy, Assessment Policy, SEND Information Report, Behaviour Policy, Online Safety Policy and Safeguarding and Child Protection Policy.

Important policy position

Homework is not set to create evidence for inspection. Ofsted does not prescribe a particular model, quantity or frequency of homework. Our approach is shaped by our pupils, curriculum and community, and is reviewed for its impact on learning, inclusion, wellbeing and workload.

2. Vision and values

Our Christian vision and values - "Be Kind, Do Your Best" - guide our approach. "Let us run with perseverance the race that lies before us" (Hebrews 12:1) reminds us that learning develops through encouragement, thoughtful practice and sustained effort.

- Be kind: tasks, deadlines and responses take account of individual circumstances and family life.
- Do your best: pupils are encouraged to complete manageable tasks with care and growing independence.
- Belong: every pupil is enabled to participate without disadvantage arising from SEND, language, resources or home circumstances.

3. Aims

- Consolidate and retrieve important knowledge and skills taught in school.
- Build fluency in reading, spelling, handwriting, number facts and times tables, where developmentally appropriate.
- Prepare pupils for future learning when a short, focused preparatory task adds value.
- Develop independence, organisation, resilience and positive learning habits.
- Give families a clear and manageable way to understand and support learning.
- Promote enjoyment of reading and curiosity beyond the classroom.



4. Principles for effective homework

Homework will be:

Purposeful: linked to the taught curriculum and designed to practise, retrieve, consolidate or occasionally prepare for learning.

Proportionate: brief, manageable and appropriate to pupils' age, stage and the demands of the school week.

Inclusive: accessible from the outset, with reasonable adjustments, alternative formats or school-based support where needed.

Clearly explained: modelled or rehearsed in school where appropriate, with simple instructions and a realistic deadline.

Focused on independence: designed for the pupil to complete; adults may encourage and clarify but are not expected to teach new content or complete the task.

Responsive: used by teachers to notice strengths, misconceptions or barriers and to inform appropriate follow-up.

Workload-aware: planned so that checking and feedback are useful and sustainable; lengthy written marking is not expected.

4.1 Relationship to teaching and learning

In line with the Teaching, Learning and Curriculum Policy, homework complements - and never replaces - high-quality inclusive classroom teaching. It may support the learning journey by:

- CONNECT / RETRIEVE: recalling prior learning and making links;
- PRACTISE: rehearsing content already explicitly taught and modelled;
- APPLY: using secure knowledge or skills in a familiar or meaningful context;
- REVIEW: reflecting on feedback, correcting misconceptions or revisiting content.

New or unfamiliar content should not ordinarily be introduced through homework without appropriate teaching and support.

4.2 Reading

Regular reading is the central home-learning expectation. Younger pupils should read aloud to or with an adult. As fluency develops, older pupils should read independently and discuss vocabulary, meaning, inference and authorial choices with an adult when possible. The school recognises that family routines vary and will provide encouragement and practical support.



5. Homework expectations and progression

Teachers share year-group expectations at the start of each term through the Termly Overview and/or agreed school communication channels. Times below are indicative, not a target to be exceeded. Teachers may adapt or pause homework during particularly busy periods.

Year group	Typical tasks	Indicative time
Reception	Regular sharing of books; practical activities linked to phonics, mathematics or the current theme; tricky words and letter formation when appropriate; Numbots.	10-15 minutes
Year 1	Regular reading practice; weekly spelling/phonics practice when appropriate; Numbots.	About 15 minutes
Year 2	Regular reading practice; weekly spelling/phonics practice when appropriate; Numbots.	About 20 minutes
Year 3	Regular reading practice; weekly spellings; allocated Times Tables Rock Stars practice.	About 20 minutes TTRS: 10 min
Year 4	Regular reading practice; weekly spellings, including application in sentences; allocated Times Tables Rock Stars practice.	About 30 minutes
Year 5	Regular reading practice and weekly spellings; one English and one mathematics task; allocated Times Tables Rock Stars practice.	English: 20 min Maths: 20 min TTRS: 10 min
Year 6	Regular reading practice and weekly spellings; one English and one mathematics task (which may use Learning by Questions); allocated Times Tables Rock Stars practice.	English: 30 min Maths: 30 min TTRS: 10 min

Frequency and deadlines

- Homework is normally set weekly, with reasonable time for completion.
- Deadlines will be communicated clearly. Where digital platforms are used, an accessible non-digital route will be available where required.
- Reading is encouraged as often as possible and at least three times each week from Year 1.



6. Inclusion, access and reasonable adjustments

We maintain high expectations while recognising that pupils experience different barriers to learning and wellbeing. Homework must not penalise pupils because of disability, additional need, English language proficiency, access to technology, family circumstances or the availability of adult support.

Teachers will, as appropriate:

- use knowledge of the pupil, formative assessment and agreed plans to select an achievable level of challenge;
- adapt quantity, presentation, recording method, deadline or platform without lowering the intended learning expectation;
- provide vocabulary, examples, visual prompts, manipulatives, assistive technology or alternative formats;
- coordinate expectations for pupils with SEND with the SENCo/Inclusion Team and relevant Pupil Passport or EHC plan outcomes;
- make school resources, devices or a suitable supervised space available where practicable;
- avoid tasks that depend on families purchasing materials, printing extensively or providing specialist subject knowledge;
- respond sensitively when pupils are known to children's social care or are experiencing disruption, illness or other significant circumstances.

Equity and support

If a pupil cannot access or complete homework, the first response is to identify and reduce the barrier. Non-completion will not lead to public sanction, loss of curriculum entitlement or removal from valued enrichment. Support may include clarification, an adjusted task, additional time or a suitable opportunity in school.

7. Digital homework and online safety

- School-approved platforms and accounts will be used.
- Tasks will be age-appropriate and consistent with the Online Safety and Safeguarding policies.
- Pupils should not share passwords or personal information and should tell a trusted adult about worrying content or contact.
- Families should report access problems; an equitable alternative will be provided.
- Digital homework should have a clear learning purpose and should not create unnecessary screen time.



8. Feedback and use of assessment

Homework will be acknowledged and checked in a way that is proportionate to its purpose. Feedback may include whole-class review, self- or peer-checking guided by the teacher, verbal feedback, brief written acknowledgement, live feedback or targeted follow-up teaching. Detailed written marking of every task is not expected.

Teachers may use homework to identify patterns, misconceptions or gaps, but a single homework task will not be used in isolation to make a formal judgement about attainment. Teachers will remain alert to work that may have received substantial adult assistance.

9. Roles and responsibilities

Role	Key responsibilities
Headteacher and senior leaders	Set the strategic direction; ensure consistency with the curriculum, inclusion and safeguarding; protect staff workload; communicate expectations; review impact and equity.
Senior leaders, Phase Leaders & Subject Leaders	Support implementation; sample the quality, purpose and accessibility of homework; gather pupil, parent and staff feedback; identify improvements without creating unnecessary evidence.
SENCo / Inclusion Team	Advise on reasonable adjustments and barriers; support staff to align home learning with pupils' needs and agreed plans; review the impact of support.
Class teachers	Set purposeful and accessible tasks; explain expectations and deadlines; provide proportionate feedback; communicate concerns and offer support; avoid duplication or excessive workload.
Pupils	Listen to instructions; record or access tasks; attempt work carefully; ask for help when needed; meet agreed deadlines where possible; use digital platforms safely.
Parents and carers	Encourage routines and reading; provide a suitable opportunity where possible; support rather than complete tasks; tell the school about difficulties, access needs or excessive challenge.
Governors	Approve and review the policy; assure themselves that the approach is inclusive, purposeful and manageable; support and challenge leaders regarding impact and equity.

10. Communication, concerns and non-completion

- Tasks and deadlines will be communicated through the school's agreed systems, with clear written instructions where appropriate.
- KS1 reading records and KS2 homework diaries/communication systems will be used in line with current year-group arrangements.
- Parents and carers are encouraged to contact the class teacher if instructions are unclear, a task is inaccessible, completion is taking substantially longer than indicated, or family circumstances affect completion.
- Teachers will respond to repeated non-completion by speaking privately with the pupil and, where appropriate, the family to identify the cause and agree proportionate support.
- Positive recognition will focus on effort, improvement, independence and engagement rather than comparing pupils' home circumstances.



11. Monitoring, evaluation and review

Leaders will evaluate how well the policy is understood, applied and having a positive impact. Monitoring will be light-touch and proportionate and may draw on:

- samples of tasks and communication to check purpose, clarity, curriculum alignment and accessibility;
- pupil, parent and staff voice, including the experiences of pupils with SEND, disadvantaged pupils and those facing other barriers;
- patterns of participation and access, considered carefully and without assuming that completion alone demonstrates learning;
- evidence of whether practice and retrieval help pupils remember, apply and use important knowledge fluently;
- feedback about pupil wellbeing, family experience and staff workload.

Phase Leaders will coordinate routine monitoring. The Headteacher and Local Governing Body will review this policy at least every two years, or earlier following significant changes to statutory guidance, the inspection framework, school provision or identified pupil need.

12. Reference framework

This policy has been reviewed with regard to:

- Ofsted, State-funded school inspection toolkit, updated June 2026 (v2.0), for use from 7 September 2026 - particularly Inclusion; Curriculum and teaching; Achievement; and Leadership and governance.
- The Equality Act 2010 and the duty to make reasonable adjustments.
- SEND Code of Practice: 0 to 25 years.
- Keeping Children Safe in Education and the school's current safeguarding arrangements.

The Ofsted toolkit is used here as a quality-assurance reference. It does not prescribe a specific homework model and does not require schools to produce documentation solely for inspection.

13. Approval record

Approved by	Autumn 2026
Next review date	Autumn 2028
Signed Headteacher)	Chris Tuckett