



HOMEWORK POLICY

July 2025

HOMEWORK POLICY QUEENSGATE FOUNDATION PRIMARY SCHOOL

Policy Review

This policy is reviewed in full by the Governing Board on an annual basis.

The policy was last reviewed and agreed by the Governing Board on 22nd July 2025
It will be reviewed again in July 2026.

Approved



Signature: Head Teacher

Date: 22nd July 20225



Signature: Chair of the Governing Board

Date: 22nd July 2025

Policy control

Date	Amendments / additions	Reason
Nov 2020	Removal of wording "Curriculum Committee"	Change in GB structure
Nov 2020	Types of Homework reworded	Update
July 2022	3.2 removed	
July 2022	4.1 removed	
July 2022	Section 7 reworded	
July 2022	Section 8 – Challenge Book section reworded	
June 2023	Section 8 – Remove challenge books are well established in KS2. Should now read Challenge books are well established in KS1.	
June 2024	Changing 'literacy' to English	The subject name is no longer literacy.
	4. 4- 'Homework is marked and returned promptly.' Has been removed and all subsequent statements referring to it.	Homework is not always marked/returned as some is tested instead.
	Section 6- 'if required' is added to statements.	Not all homework is expected to be handed in.
	Section 8- more detail included and mention of challenge books has been removed.	To explain types of homework in each Year group. Challenge books have been phased out.
	Section 9.1 amended to incorporate updated methods of feedback	Corresponds to feedback given.
July 2025	In introduction and Section 4: Changed phrasing of 'interesting and rewarding' to 'relevant'	Vocabulary is more specific and less open to interpretation.
	Section 7: addition of 'regular reading' to types of homework	To make it clear that reading is considered to be expected homework

Homework is a number of tasks or activities which pupils are asked to do outside of school hours, on their own or with their parents in order to reinforce curricular objectives and learning outcomes.

We believe homework consolidates and reinforces skills and understanding in Maths, English and other curriculum areas. It helps raise the level of achievement of individual pupils, provides opportunities for parents and children to work together and, thereby, fosters an effective partnership between home and school.

We consider homework should be:

- relevant for all children
- integrated into everyday planning and set by the class teacher
- differentiated to cater for individual children's learning needs
- clearly understood so that children understand when, what and how the work is to be done

We value the support of parents/carers and we believe that this policy will be successful if there is a strong partnership between home and school, which is reflected in the Home-School Agreement.

1. AIMS

To reinforce curricular objectives and learning outcomes by setting interesting tasks or activities

PROCEDURE

2. Role of the Governing Board

The Governing Board has:

- 2.1 responsibility for the effective implementation, monitoring and evaluation of this policy
- 2.2 delegated powers and responsibilities to the Governing Board and to the Headteacher to oversee the development of this policy

3. The Role of the Headteacher

The Headteacher will:

- 3.1 promote this policy by raising its status and importance
- 3.2 provide supportive guidance for parents
- 3.3 keep up to date with new developments with regard to homework
- 3.4 monitor and evaluate this policy

4. Role of the teachers

Teachers must:

- 4.1 set relevant tasks or activities
- 4.2 set homework appropriate to each child
- 4.3 explain when, what and how the work is to be done so that each child clearly understands what is expected of them

5 Role of Parents/Carers

Parents/carers are asked to:

- 5.1 sign the Home-School Agreement indicating their support for homework
- 5.2 praise the value of homework to their children
- 5.3 provide a suitable space in their home where their children can concentrate on their homework
- 5.4 establish a homework routine
- 5.5 provide materials, pens, pencils etc.
- 5.6 go through the homework before their child starts and discuss the completed work when finished
- 5.7 make the experience pleasurable
- 5.8 find time to work with their child or be at hand if a problem arises;
- 5.9 discuss, encourage and praise their child's efforts

- 5.10 contact the school if they are not sure of some aspect of the homework or if their child is experiencing difficulties in doing it
- 5.11 answer questions on homework contained in the parent questionnaire

6 Role of Children

Children are asked to:

- 6.1 complete their homework and hand it in on time, if required
- 6.2 make sure they understand what is asked of them
- 6.3 answer questions on homework contained in the pupil questionnaire
- 6.4 get feedback on their homework if required
- 6.5 highlight to the School Council any ideas they may have to improve homework

7 Types of Homework

Homework tasks include regular reading and activities which are largely designed to support the learning of times tables and spellings. Family homework tasks are found on topic overview sheets, which can be viewed on our website.

8 Time Allocation

We recommend the following time allocation:

- **Foundation/Key Stage 1** - Up to 1 hour per week to include reading and phonic activities
- **Years 3 and 4** - Up to 1.5 hours per week to include reading, times tables and spelling
- **Years 5 and 6** - Up to 2.5 hours per week to include reading, English and Maths tasks

Homework club is available after school in Year 5 and 6

9 Feedback

9.1. Feedback can take the form of:

- test score
- verbal or written feedback
- dojos
- certificate
- verbal/ practical feedback in Year 5/ 6 homework clubs

9.2 Parents are asked to:

- give teachers any feedback they feel might be useful
- contact the school if they have any concerns

10 Monitoring the Effectiveness of the Policy

Annually the effectiveness of this policy will be reviewed, or when the need arises, and the necessary recommendations for improvement will be made to the governors.