

Welton St. Mary's Church of England Primary Academy



Our Vision

As an inclusive Christian community we value each person, seeking to release everyone's full potential as promised by Jesus Christ. We seek to provide a safe, inspiring and creative learning environment providing opportunities for all to flourish. Through challenge, support and care, we strive for excellence in all that we do; always building on the foundations of shared values with consistently high expectations rooted in God's love. Together we are encouraged to be agents of positive change in this world.

'May the God of hope fill you with all joy and peace as you trust in him, so that you may overflow with hope by the power of the Holy Spirit.' Romans 15:13

Wisdom Hope Community Dignity

Homework Policy

Approved December 2025

Review Bi-annually

Welton St Mary's CE Primary Academy

Homework Policy 2025

At Welton St Mary's, we view homework as an important part of learning. Homework supports classroom teaching and learning while helping children develop essential skills and attitudes such as independence, responsibility, resilience, and time management.

Homework reinforces vital core skills needed to access the full school curriculum. It also provides opportunities to consolidate key knowledge, introduce new information, and extend children's exposure to academic language and vocabulary when appropriate.

We see homework as a valuable chance for children to share their learning with parents and carers. Every homework task we set has a clear purpose: to support and enhance classroom learning. We believe it is important for children to understand the purpose and value of their homework, as this awareness helps motivate them to complete tasks and recognise the benefits to their own learning.

Our approach to homework encourages children to see it as a tool for their personal growth, rather than something they do for teachers. We aim to help children build knowledge and develop core skills through tasks they can complete independently, while also promoting shared learning at home, where parents and children can engage and learn together. We recognise that the level of support required may vary depending on a child's age or ability.

All homework set should always be accessible to every child, ensuring that all pupils can engage with and benefit from the learning tasks provided.

Through our policy we aim to:

- Ensure a consistent approach to homework across the school, while allowing flexibility to meet the needs of each year group.
- Make homework accessible to all children, including SEND pupils, to build confidence and foster positive learning attitudes.
- Provide opportunities to practise basic skills and develop fluency in core areas.
- Encourage independence and personal responsibility in completing tasks.
- Promote positive learning routines and attitudes towards study.
- Enable parents and carers to support their child's learning as effectively as possible.
- Use homework as a purposeful tool to reinforce teaching and learning within the classroom.
- Extend and consolidate children's core knowledge across the curriculum.

Our homework consists of the following parts which will be set on a weekly basis:

Task	What will this look like?	Purpose
Reading	We expect all of our children to read at least 3 times a week. In KS1, parents or carers will record this on Seesaw (or in a reading diary if this is preferred). In KS2, teachers are responsible for monitoring that sufficient reading is being done in a way which works for them and their year group.	Pre-reading activities help reduce cognitive load in the classroom and support the teaching and learning process. By engaging with material before lessons, children come prepared with prior knowledge, which aids their understanding of

	One reading session might be set for pre-reading an academic text on future learning or to read a text to consolidate learning in the classroom.	new concepts and exposes them to high-level academic language. This approach helps to build both knowledge and Tier 2 and Tier 3 vocabulary. Reading across the curriculum is a central element of our teaching and learning policy, reinforcing fluency and comprehension in all subject areas.
Maths	Year 1 and 2: Core maths skills such as number bonds. Year 3 and 4: Multiplication facts (for example, TT Rockstars or speed tables) Year 5 and 6: Arithmetic skills	Develop fluency to lead to automaticity. These can then be applied to other areas of the maths curriculum.
Spellings	A weekly list of spellings to learn which will be tested on a weekly basis. These are words that have been taught as part of our Active Spelling programme. The children are therefore revising the words rather than learning new ones.	This should lead to application of spellings in writing.
Knowledge based task	This might be one of the following tasks: <ul style="list-style-type: none"> • Quizziz • Questions to revisit previous learning • Children writing their own questions/quiz about their learning. • A retrieval task (see T and L policy appendix B) • Learning part of a knowledge organiser • Learning new subject-specific vocabulary 	To reduce cognitive load within the classroom and support the retrieval of key curriculum knowledge. This supports our curriculum, and teaching and learning policy, which aim to develop deep-rooted substantive and disciplinary knowledge

Role of the Governing Body	<p>The Governing Body:</p> <ul style="list-style-type: none"> • Delegated powers and responsibilities to the School Improvement committee and to the Headteacher to oversee the development of this policy. • Responsibility for the effective implementation, monitoring and evaluation of this policy.
Role of the Headteacher	<p>The Headteacher will:</p> <ul style="list-style-type: none"> • Promote this policy by raising its status and importance. • Ensure that homework is built into teachers' planning. • Provide supportive guidance for parents such as a space for feedback and questions, and the offer of support whenever needed. • Keep up to date with new developments with regards to homework as we do in all aspects of Education new initiatives etc. • Monitor and evaluate this policy through feedback from staff, parents, pupil interviews. • Ensure a consistent approach to the provision of homework across the school.
Role of the teachers	<p>Teachers must:</p> <ul style="list-style-type: none"> • Integrate homework into their planning. • Monitor homework completion and mark if necessary.

	<ul style="list-style-type: none"> • Support children with homework if necessary. This might include for example giving them some strategies to support areas of homework. • Provide whole class feedback to the children on a weekly basis so that children see that homework is valued. • Set homework appropriate for each child. For example, when setting multiplication facts, children may have different facts set. • Explain when, what and how the work is done so that each child clearly understands. • Teach children strategies for learning knowledge and revising material so they learn how to learn independently. • Make reference to homework in the classroom so children see the impact of their home learning. • Check Seesaw weekly. • Expect high standards both of quality and presentation • Communicate with parents if homework is not completed or not completed to the standard expected. • To provide the children with a central space in school to complete the homework if this is not done.
Role of parents/ carers	<p>Parents/carers are asked to:</p> <ul style="list-style-type: none"> • Support the homework set. • Read with their child and comment or record a video on Seesaw – KS1. Ensure their child is reading at least three times a week – KS2. • Support the school in explaining to children that homework is valued and aids learning. • Encourage their child and praise them when homework is completed. • Be actively involved in the homework of their child, supporting their child but letting them lead the learning and not doing it for them. • Contact the class teacher/ school before the hand in date if they are not sure of some aspect of the homework or their child is experiencing difficulty doing it. • Provide a suitable place, with a comfortable chair, clear table space and good light, free from distractions.
Role of children	<p>Children are asked to:</p> <ul style="list-style-type: none"> • Complete their homework and take responsibility for handing it in on time. • Listen carefully in class to make sure they understand what is asked of them. • Complete homework using appropriate writing materials. • Have a go at all homework activities and speak to teacher if they are finding it tricky. • If homework is going to be difficult to complete on a certain week due to circumstances at home, speak to the teacher in advance. • To produce the quality of work that would be expected in school – taking pride in presentation and content. • To self-assess homework and respond to any comments from teachers. • Read three times a week as a minimum.

To support with transition, in terms 5 and 6 Year 6 will get homework on different days of the week and may be expected to complete it within different timescales. On occasions, they may be set extended tasks such as a piece of writing, a project, or a piece of research to prepare them for

secondary school where a much higher level of independence will be needed to manage their time and resources.

Organisation:

- Homework will be sent out on a Thursday and be collected in by the following Tuesday.
- Homework will be uploaded to Seesaw each week. Where it is difficult for a family to access the internet, provision will be made for a paper copy to be sent home.
- The teacher will provide a clear instruction sheet each week which will be used for reference.
- The expectation is that every single child should complete the homework set. If this is not completed, without a valid reason, then the school will provide opportunity for the child to complete this in their own time in the school week. If there is incomplete homework 2 weeks in a half term then a conversation with parents will take place.
- The school will provide useful information of age-related resources such as websites/games/good reads!

Equal Opportunities and Additional Needs

- Homework activities will be differentiated, if appropriate, to ensure the needs of pupils are best met.

Monitoring the effectiveness of this policy:

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