



Making a difference for every child.

Homework Policy

Owning Committee: Curriculum
Owning Governor: Fran Griffiths
Owning School rep: Julie Robinson
Date of Approval: June 2026
Date of next review: June 2027

AIM OF DOCUMENT: This document outlines how the school manages homework

IN EVENT OF CONCERN/QUESTIONS: Contact the owning governor, contact details available through the school administrator.

HOW DOES THIS DOCUMENT HELP THE CHILDREN? Parents and children understand the expectations of homework at Sheet Primary School.

MONITORING PLAN FOR POLICY: Annual monitoring by the Headteacher and policy owning governor, involving review of registration, complaints and data requests.

Revision History:

Version	Update details	<i>Date of approval</i>
V1	Complete re-write to take into account life skills and new maths resources	July 2026

1.0 Document Information

This policy is a key document for Sheet Primary School and forms part of our commitment to providing a high-quality, inclusive, and balanced education for all pupils. It is designed to ensure that our approach to homework is consistent, transparent, and supportive of the aims of the 2014 National Curriculum, alongside the values and ethos of our school.

1.1 Policy Approval and Review

This Homework Policy has been approved by the Governing Body of Sheet Primary School. The policy will be reviewed according to the schedule outlined above, or sooner if there are significant changes to statutory guidance, inspection frameworks, or school priorities. The Headteacher and Senior Leadership Team are responsible for ensuring that the policy remains current, effective, and compliant with all legal and regulatory requirements.

2.0 Policy Statement and Rationale

2.1 Purpose of the Policy

The purpose of this Homework Policy is to set out the principles, aims, and procedures governing homework at Sheet Primary School. Homework is an integral part of our educational provision, supporting pupils' academic progress, the development of essential life skills, and the intent of the 2014 National Curriculum. Through a carefully considered approach to homework, we aim to reinforce classroom learning, foster independent study habits, and promote a strong partnership between home and school.

This policy seeks to ensure that homework is purposeful, manageable, and accessible to all pupils, regardless of background or ability. It outlines our commitment to equity, inclusion, and the wellbeing of every child, and provides clear guidance for staff, pupils, and parents/carers on expectations and support.

3.0 Principles and Values Underpinning Homework

3.1 Educational Philosophy

At Sheet Primary School, we believe that homework is most effective when it is purposeful, relevant, and closely linked to classroom learning. Homework provides opportunities for pupils to consolidate knowledge, practise skills, and extend their understanding beyond the school day. It encourages independent learning, self-discipline, and personal responsibility—qualities that are essential for success both in school and in later life.

Our approach to homework is informed by educational research and the principles of the 2014 National Curriculum, which emphasises the development of confident, resilient, and resourceful learners. We recognise that homework should not be an excessive burden, but rather a meaningful extension of the learning process that supports measurable progress and achievement.

3.2 Equity, Inclusion, and Accessibility

We are committed to ensuring that homework is accessible to all pupils, regardless of their individual needs, background, or circumstances. This includes making reasonable adjustments for pupils with SEND, providing differentiated tasks where appropriate, and being mindful of the challenges faced by pupils who may have limited support or resources at home.

We actively seek to avoid discrimination and to promote equality of opportunity in all aspects of our homework provision. Our policy and procedures are designed to ensure that no pupil is disadvantaged by their home environment, language background, or additional needs. We provide support and guidance to help all pupils succeed, and we regularly review our practices to ensure they remain inclusive and fair.

3.3 Wellbeing and Work-Life Balance

We recognise the importance of promoting pupil wellbeing and maintaining a healthy balance between academic work, personal development, and family life. Homework should support, not undermine, pupils' enjoyment of learning and their overall sense of wellbeing. We are mindful of the pressures that excessive or poorly designed homework can place on pupils and families, and we strive to ensure that our expectations are realistic, age-appropriate, and sensitive to individual circumstances.

Our policy encourages positive attitudes towards lifelong learning and seeks to foster a culture in which homework is seen as a valuable and rewarding part of the educational experience, rather than a source of stress or anxiety.

4.0 Aims and Objectives

4.1 Academic Aims

The primary academic aim of homework at Sheet Primary School is to reinforce and extend learning that takes place in the classroom. Homework is used to consolidate knowledge, practise key skills, and prepare pupils for future learning. It is closely aligned with curriculum objectives and is designed to support measurable learning outcomes, including progress in literacy, numeracy, and subject-specific knowledge.

Homework tasks are carefully planned to ensure they are purposeful, manageable, and contribute to the overall intent of the curriculum. We use homework to promote retrieval practice, deepen understanding, and encourage critical thinking, creativity, and problem-solving.

4.2 Life Skills Development

In addition to supporting academic progress, our homework policy explicitly aims to foster the development of essential life skills. These include time management, organisation, independent study, personal responsibility, and resilience. By engaging with homework, pupils learn to plan their time, set priorities, and take ownership of their learning.

We believe that these transferable skills are vital for success both within and beyond the school environment. Our approach to homework is designed to help pupils become confident, self-motivated learners who are well-prepared for the challenges of further education, employment, and adult life.

4.3 Home-School Partnership

A strong partnership between home and school is essential for effective learning. Our homework policy aims to engage parents and carers as active partners in their children's education, providing clear information about expectations, procedures, and ways to support learning at home.

We recognise that parents and carers play a crucial role in encouraging good study habits, providing a supportive environment, and communicating with the school about any concerns or challenges. We are committed to fostering open, two-way communication and to providing guidance and resources to help families support their children's learning.

5.0 Roles and Responsibilities

5.1 Governing Body

The governing body of Sheet Primary School is responsible for approving the Homework Policy and monitoring its implementation. Governors ensure that the policy is consistent with the school's aims, statutory obligations, and best practice guidance. They review the effectiveness of the policy as part of their wider oversight of curriculum provision and pupil outcomes, and they consider feedback from stakeholders as part of the policy review process.

5.2 Headteacher and Senior Leadership Team

The Headteacher and Senior Leadership Team are responsible for ensuring that the Homework Policy is implemented consistently across the school. They provide leadership, support, and training for staff, monitor the quality and impact of homework, and ensure that the policy is reviewed regularly in line with statutory and regulatory requirements.

They also ensure that homework provision is inclusive, accessible, and responsive to the needs of all pupils, and that appropriate support and resources are available to staff, pupils, and families.

5.3 Teaching Staff

Teachers are responsible for setting, marking, and providing feedback on homework in accordance with this policy. They ensure that homework tasks are purposeful, age-appropriate, and linked to curriculum objectives. Teachers differentiate homework to meet the needs of individual pupils, including those with SEND or EAL, and provide guidance and support to help all pupils succeed.

Teachers communicate homework expectations clearly to pupils and parents, monitor completion and engagement, and use homework outcomes to inform planning and teaching. They are also responsible for identifying and addressing any barriers to completion, and for liaising with parents, carers, and support staff as needed.

5.4 Pupils

Pupils are expected to complete homework to the best of their ability, taking responsibility for managing their time and seeking support when needed. They should listen carefully to instructions, ask questions if they are unsure, and make use of available resources and support.

Pupils are encouraged to develop independent study habits, to take pride in their work, and to reflect on feedback in order to improve. They should communicate any difficulties they encounter to their teacher or another trusted adult.

5.5 Parents and Carers

Parents and carers play a vital role in supporting their children's engagement with homework. They are encouraged to provide a quiet, organised space for study, to encourage good routines, and to take an interest in their child's learning.

Parents should communicate with the school if their child is experiencing difficulties with homework, or if there are circumstances that may affect their ability to complete tasks. They are invited to attend information sessions, access guidance materials, and make use of support services offered by the school.

We value the partnership between home and school, and we are committed to working collaboratively with families to support every child's learning and development.

We are mindful of the need to avoid excessive homework and to ensure that pupils have time for rest, recreation, and family life. Homework is not routinely set over holiday periods unless it is part of a long-term project or revision for assessments.

6.3 Differentiation and Support

Homework is differentiated to meet the needs of all pupils, including those with SEND, EAL, or other additional needs. Teachers adapt tasks, provide additional resources, or offer alternative formats as required. For example, a pupil with dyslexia may be given audio resources or allowed to submit work orally, while a pupil with limited English may receive vocabulary support or simplified instructions.

Support is available for pupils who may struggle to complete homework at home. This includes access to homework clubs offered at lunchtimes, additional adult support, and online resources. Teachers work closely with the SENDCo and other staff to ensure that reasonable adjustments are made and that all pupils can access and benefit from homework.

We recognise that some pupils may face barriers such as limited access to technology, lack of a quiet study space, or family responsibilities. We work with families to identify and address these challenges, and we are committed to providing equitable opportunities for all.

6.4 Use of Digital Tools and Online Platforms

Digital platforms are increasingly used to set, submit, and monitor homework at Sheet Primary School. These may include Maths.co.uk, Times tables Rockstars or Numbots, which provide a secure and accessible way for pupils and parents to access homework tasks, resources, and feedback.

We are mindful of the digital divide and ensure that no pupil is disadvantaged by lack of access to technology or the internet. Where necessary, we provide alternative options for completing homework during lunchtime clubs.

Teachers receive training in the effective use of digital tools, and pupils are taught how to use online platforms safely and responsibly. Parents are provided with guidance and support to help them navigate digital systems and support their children's learning.

We regularly review our use of technology to ensure it is effective, accessible, and aligned with our educational aims.

6.5 Feedback and Assessment

Children who complete their homework will be rewarded with house points. Using Class Dojo to send photos of completed Life Skills homework, will allow the children to add photos to their portfolio. Staff will monitor whether homework has been completed.

7.0 Homework expectations



EXPECTED ACADEMIC HOMEWORK

ALL CLASSES



POSITIVITY



EFFORT



KINDNESS

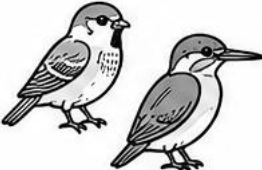


COURAGE



RESPECT



	ROBINS		Reading every day for 20 minutes
	SPARROWS & KINGFISHERS	 	Reading every day for 20 minutes Numbots – 10 minutes 3 x a week
	HERONS	 	Reading every day for 20 minutes Times Tables Rockstars 10 minutes 3 x a week
	KESTRELS	 	Reading every day for 20 minutes Maths.co.uk 30 minutes per week

**HOMEWORK
THAT BUILDS
FUTURES!**



PRACTISE • REPEAT • BE PROUD



**LITTLE STEPS
TODAY, BIG
SUCCESS TOMORROW!**



LIFE SKILLS HOMEWORK



Little skills today, confident individuals tomorrow!



POSITIVITY



EFFORT



KINDNESS

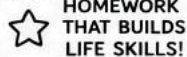


COURAGE



RESPECT

CLASS	 AUTUMN 1 Dressing	 AUTUMN 2 Food / Oral Hygiene	 SPRING 1 Beds	 SPRING 2 Household Chores	 SUMMER 1 Family Games	 SUMMER 2 Road, Rail & Sun Safety
 Year R Robins	Put your coat on and do up the zip or buttons. Put on your own gloves.	Learn how to hold and use a knife and fork.	Clean your teeth for 2 mins with adult supervision twice a day.	Pull duvet up after sleeping. Put comforter/teddy in place. Help an adult straighten bedding.	Put your own toys away that you have played with and clear away your own plate after you have eaten.	Learn how and where to cross a road or railway line safely with an adult. Wear sun cream every day when necessary.
 Year 1 Sparrows & Kingfishers	Put your shoes and socks on.	Cut up your own food and use a knife and fork properly.	Clean your teeth for 2 mins with adult supervision twice a day.	Smooth duvet and pillows. Put cushions/teddies neatly on the bed. Recognise when a bed is untidy.	Match the socks into pairs after the washing and help unpack the shopping.	Understand the Green Cross Code. Learn how and where to cross a road or railway line safely with an adult. Wear sun cream every day when necessary.
 Year 2 Kingfishers	Get dressed in the morning in under 10 minutes.	Use your cutlery properly and stay at the table for the duration of a meal (without a device).	Clean your teeth for 2 mins with minimal adult supervision twice a day.	Make own bed independently by straightening duvet, pillows and blankets. Take pride in keeping bedroom tidy.	Pack your own school bag remembering water bottles and reading books.	Cross simple roads with adult supervision and recognise where is safe and unsafe to cross. Wear sun cream every day when necessary.
 Year 3 Herons	Learn to tie your shoelaces..	Set and clear the table effectively, including wiping the table down.	Clean your teeth for 2 mins without being asked twice a day.	Remove bedding when asked. Put on a pillowcase with support. Make bed neatly with minimal adult help.	Either wash and dry up after a meal or load and empty the dishwasher.	Explain the steps of the Green Cross Code independently. Wear sun cream every day when necessary.
 Year 4 Herons	Get your uniform ready for school the night before and pick up your dirty laundry and put it in the right place (find out where this is!).	Make a sandwich for a packed lunch (for school or at the weekend) and clear up after yourself. Use a knife safely.	Clean your teeth for 2 mins without being asked twice a day.	Change a pillowcase independently. Help change duvet cover with an adult. Make bed neatly and consistently.	Dust and vacuum a room in your house.	Understanding distractions near the road and railway and understand how weather and visibility affect road safety. Wear sun cream every day when necessary.
 Year 5 Kestrels	Learn how to use the washing machine and put a load of dirty laundry on.	Make a healthy packed lunch and clear up after yourself.	Clean your teeth for 2 mins without being asked twice a day.	Remove and replace bedding independently. Change a duvet cover with some support. Understand importance of clean bedding and hygiene.	Consistently maintain the cleanliness and tidiness of your bedroom.	Understand basic cycling safety and safe pedestrian behaviour in a range of environments. Wear sun cream every day when necessary.
 Year 6 Kestrels	Put a wash on, dry it (however this may be), fold your own clothes and put it away.	Learn how to prepare and cook a simple meal, with supervision.	Clean your teeth for 2 mins without being asked twice a day.	Fully strip and remake a bed independently, including fitted sheet, pillowcases and duvet cover. Know how often bedding should be changed and take responsibility for completing the task.	Dust and Hoover a floor of your house.	Begin to walk to and from school (or somewhere local) independently. Wear sun cream every day when necessary.



PRACTISE • REPEAT • BE PROUD



SMALL STEPS TODAY, SUCCESS FOR LIFE!



This policy was designed and devised by staff at Sheet Primary School in June 2026 and ratified by governors July 2026.