Roebuck Academy

Homework Policy 2026

The governors and staff believe that homework is an important aspect of a child's education.
It encourages children to realise that learning can take place outside the classroom and promotes independent learning, thus encouraging the child to take greater responsibility for their progress.

Introduction

Homework is anything that children do outside the normal school day that contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with homework.

Homework plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full only when parents

encourage them to make maximum use of the experiences and opportunities that are available outside of school.

Aims:
Homework allows parents, carers and the school to work in partnership for the benefit of their child. We believe homework:

- enables pupils to make maximum progress in their academic and social development
- helps pupils develop the skills of an independent learner
- promotes a partnership between home and school in supporting each child's learning
- encourages children to share learning with their parents.
- provides educational experiences not possible in school
- consolidates and reinforces learning from school and allows children to practise skills taught in lessons
- helps children develop good work habits for the future
- encourages self-discipline as the children take responsibility for their learning.

Types of Homework
Teachers set a variety of homework activities. From the Early Years Foundation Stage onwards, we encourage the children to read by giving them books to take home to read with their parents. We give guidance and information to parents to help them achieve the maximum benefit from this time spent reading with their child.
Appendix A shows the homework given out during a typical week for each year group.

From time to time, homework may vary in response to a particular activity such as an educational visit. Teachers will use their professional judgement on the type of homework given and are given liberty to change this depending on the needs of individual pupils.
It is our expectation that homework is handed in on time. If homework is late, or consistently not handed in, the teacher may speak to the child and parents and the work may need to be completed during school time (breaktimes).

Teachers will offer opportunities through the week to provide support for children to help them with any homework that is confusing or difficult for children to complete.
Homework will not be set if your child is on holiday or absent with sickness. Only if your child is going to be absent from school due to illness for a number of weeks will homework be set.

Completing homework
We increase the amount of homework that we give the children as they move through the school. We expect Key Stage 1 children to spend approximately one hour a week completing homework, including reading with a parent. We expect children in years 3 and 4 to spend approximately one and a half hours a week on homework and children in years 5 and 6 to spend approximately two hours per week.

Each class has a set day when their homework is given and a set day for returning the homework.

All homework is differentiated to suit children's needs. We expect parents to regularly support the school with the homework policy – and this is stated in the 'Home-School Agreement' which is a signed document when a child begins at the school.

Pupils with Special Educational Needs and Disability

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has additional/special needs, we endeavour to adapt any task set so that all children can contribute in a positive way.

Role and Responsibilities of the Headteacher

The headteacher will ensure that homework is:

- an integral part of the curriculum and is planned and prepared alongside all other programmes of learning;
- appropriate to the age, ability and circumstances of the pupils, taking into account special educational needs;
- to ensure consistency of approach throughout the school, whilst leaving scope for flexibility between classes (as set out in the appendix);
- coordinated in order to be manageable for children on a regular basis; and informed by the DfE's guidance on time commitments.

Role and Responsibilities of the Teacher

Teachers will ensure that:

- parents are informed of expectations regarding homework at the start of each year in a welcome meeting for each class
- homework is set and timely feedback is given appropriate to the task set.
- tasks are differentiated and well structured;
- pupils understand the expectations of the homework tasks;
- parents are clear about what their child is expected to do;
- it is clear to pupils how their homework consolidates and extends the work they are doing in school.

Role and Responsibilities of the Pupil

Pupils should endeavour to:

- make full use of all the opportunities they are presented with;
- tackle tasks promptly and with a positive attitude;
- take pride in presentation and content, acknowledging the high personal standard expected;
- be organised so that necessary books and equipment are not left at school or home;
- take responsibility for handing in the completed task on the agreed day.

Role and Responsibilities of the Parent/Carer

The parent's role is a supportive one. Whilst they are able to encourage and support pupils, and to praise them when they have completed work, they are not expected to teach the child. With younger children, they may need to take a more active role. It is the children's responsibility to complete homework and the parents' responsibility to oversee that homework is completed and returned to school.

Consideration should be given to ensure:

- an appropriate time is allocated to complete homework;
- a reasonably peaceful, suitable place for homework is provided;
- assistance with concentration is assured (e.g. no noise and/or visual distractions)
- pupils have access to basic equipment; hb pencil, ruler, rubber, colouring pencils, scissors, glue stick and blue ink pen if children have their pen license
- Talk to your child and make it clear to the children that you value their learning.

Please do remember that homework is a way to encourage and reinforce learning at home. Do not be surprised if your child is reluctant to complete their homework. We recommend breaking the homework

into small chunks to make it manageable for both you and your child. If the homework is regularly taking longer than the guidelines in this policy, then do not be afraid to stop, even if the work is unfinished, and let the class teacher know.

We realise that parents have contrasting views about homework and the amount given by school. However, we encourage you to extend your child's learning at home outside of the homework set. This could take a variety of forms; including workbooks, visiting the library, nature walks, museum visits, for example. Please also remember that it is important for your child to have time to play in order to develop essential social skills.

If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact their year group's phase leader. Finally, if they wish to make a complaint about the school homework policy or the way it is implemented; parents should contact the school's senior leadership team.

Equal opportunities

All children are provided with equal access to homework. Internet access can be given to those pupils who have none at home. Please speak to your child's class teacher to arrange this. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Monitoring and review

It is the responsibility of our Senior Leadership team to agree and then monitor the school homework policy as well as the Home-School Agreement.

Reviewed: SLT June 2026

Next Review: June 2028

Appendix 1:

Early Years Foundation Stage
Nursery: children should share a book with an adult at least 5 times a week.

Reception: children should read/be read to at least 5 times a week. Please note that children will only come home with a library book until October half term where they will then receive a book to read at their level. Children should learn the weekly sound and high frequency words that are displayed in the classroom windows. In Reception we also set a learning activity that can consist of maths, finger strong or phonics. School learning in reception is shared via tapestry to parents weekly. Any activities carried out with children at home can be uploaded to tapestry.

Key Stage 1
Year 1: Children should read daily (10 minutes each session): Reading should be recorded in your child's Reading Record Books on a daily basis. Children will also be given a phonics task to complete and will be asked to work on their number bonds using 'Numbots' online program.
Year 2: Children should read daily (10 minutes each session): Reading should be recorded in your child's Reading Record Books on a daily basis. Children will also be asked to complete a comprehension task and asked to focus on their 2, 5, 10 times tables using the TT Rockstars online program.

Key Stage 2
Year 3: Children should read daily (15 minutes each session): Reading should be recorded in your child's Reading Record Books on a daily basis. Children will also be asked to complete a comprehension task, maths task and asked to focus on their 2, 5, 10, 3, 4, 8 times tables using the TT Rockstars online program.
Year 4: Children should read daily (15 minutes each session): Reading should be recorded in your child's Reading Record Books on a daily basis. Children will also be asked to complete a comprehension task, maths task and asked to practise all of their times tables using the TT Rockstars online program.
Year 5 & 6: Children should read daily (20 minutes each session): Reading should be recorded in your child's Reading Record Books on a daily basis. Children will also be asked to complete a comprehension task, maths task and SPAG (*spelling, punctuation and grammar*) task. Finally, the children in Years 5 and 6 will be asked to practise all of their times tables using the TT Rockstars online program.

NB:

- Focus word lists will be sent home at the beginning of each half-term for all year groups. These will include High Frequency words or Statutory word lists.
- Half-term topic grids will be sent home for each year group- these offer supplementary homework activities for families to complete if they wish. They will consist of a broad range of ideas; including creative activities, baking, outdoor activities and optional writing tasks.
- During the summer holidays children will receive information regarding a focus book that they will be working on in their new academic year group when returning in September.