



REACHING OUR POTENTIAL TOGETHER IN CHRIST

Homework Policy



Devonshire Street, Accrington BB5 1DW

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ST MARY MAGDALEN'S
CE Primary School



'Reaching our potential together in Christ'
We seek to help all of our learners to 'live and
live splendidly' (John 10:10)

CHRISTIAN VISION STATEMENT

‘To live and live splendidly’ *John 10:10*

By reaching our potential together in Christ.

We believe that through the teaching of God’s word at St Mary Magdalen's Church of England Primary School, we prepare our children for all challenges that lie before them, enabling all our school family to, **‘live and live splendidly’ *John 10:10***

‘By reaching our potential together in Christ.’ We endeavour to provide a rich soil, enabling our children to flourish socially, morally, and spiritually in a safe environment. We do this by being prayerful and accepting of God's word, following our Christian values where love is central to all we do ***Galatians 5:22-23***. It is our vision to inspire our children by creating a love of learning throughout our unique curriculum. We worship by celebrating our uniqueness in the acceptance and respecting of all our differences whilst remembering our faith’s diversities and spirituality. ***John 13:34***.



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Legal framework

This policy has due regard to all relevant statutory and good practice guidance including, but not limited to, the following:

- DfE 'Ways to reduce workload in your school(s)'
- Ofsted 'School inspection handbook'
- Ofsted 'School monitoring handbook'

This policy operates in conjunction with the following school policies:

- Marking and Feedback Policy
- Teaching and Learning Policy
- Parent Code of Conduct
- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Attendance and Absence Policy

Roles and responsibilities

The headteacher and governing board will be responsible for:

- Monitoring the effectiveness of this policy.
- Reviewing this policy **annually** and making appropriate updates as required.
- Discussing with staff the extent to which this policy is being implemented.
- Meeting with parents and discussing the impact of homework as appropriate.
- Providing parents with information about homework.
- Informing new parents about the this policy.
- Monitoring the effectiveness of inclusivity and accessibility of homework.

Senior Leadership will be responsible for:

- Ensuring all members of staff within their department are aware of the school's Homework Policy.



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- Monitoring the effectiveness of this policy within their department and reporting their findings back to the headteacher.
- Answering any queries that teaching staff have regarding this policy and the school's practices.

Teachers will be responsible for:

- Planning and setting up a regular programme of homework for pupils.
- Providing an explanation of homework tasks and ensuring that all pupils understand what they have to do.
- Ensuring all homework is purposeful and links directly to the curriculum.
- Setting homework that is appropriate to pupils' abilities.
- Monitoring homework regularly and making sure pupils are completing it.
- Marking homework and giving feedback to pupils.
- Communicating with parents if there is a problem regarding homework.
- Being available to parents and pupils for a discussion about homework.
- Setting homework that is consistent across classes.
- Ensuring homework takes equal opportunities into account and that the needs of pupils with disabilities are considered.
- Rewarding quality work and praising pupils who regularly complete homework.

Parents will be responsible for:

- Supporting and encouraging their child with regards to completing homework.
- Becoming involved in their child's homework and encouraging their child to have a positive attitude towards it.
- Making sure that their child completes homework to a high standard and on time.
- Providing suitable conditions and resources for their child to complete homework.
- Informing teachers of any issues that may arise and co-operating with the school to find a solution.
- Keeping the school informed of any change in circumstances which may affect their child's learning and ability to complete homework effectively.



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- Encouraging their child to discuss homework and feedback from teachers.

Pupils will be responsible for:

- Taking responsibility for their own learning and submitting completed work in a timely manner.
- Having a positive approach towards homework.
- Putting the same effort into homework as class work.
- Making sure they understand the tasks that have been set and seeking clarification if required.
- Ensuring that they have everything they need to complete homework and returning to school all books and stationery needed to complete their homework.
- Taking pride in the presentation and content of their homework and performing to the best of their abilities.

1. Core Philosophy

At **ST MARY MAGDALEN'S CE PRIMARY SCHOOL**, we believe that learning belongs in the classroom and childhood belongs at home. Research consistently shows that traditional homework for primary school-aged children provides minimal academic benefit while significantly increasing stress and reducing valuable family time.

We are dedicated to fostering a lifelong love of learning. Our policy ensures that after a rigorous school day, children have the time and space to rest, play, connect with family, and explore personal interests.

2. Policy Guidelines

- **No Mandatory Assignments:** Students will not be assigned traditional homework, worksheets, mandatory writing tasks, or weekend projects. Please see table below.
- **In-Class Mastery:** All core academic practice, assessments, and project builds will take place entirely within school hours under the direct guidance of our educators.
- **The Reading Recommendation:** The only nightly activity we actively encourage is **reading for pleasure** for 15 to 20 minutes. Students are encouraged to choose books that interest them, and parents are invited to read with or alongside their children.

3. Expected Roles and Responsibilities

For Teachers:



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- Design highly engaging lessons that maximize instructional time during the school day.
- Provide immediate, real-time feedback during class to catch and correct mistakes, eliminating the need for extra practice at home.
- Ensure that any student who misses class is given adequate support to catch up during school hours.

For Parents and Guardians:

- Establish a relaxing evening routine that prioritizes **healthy sleep habits** (10–12 hours per night for primary students).
- Encourage unstructured, screen-free playtime, outdoor exploration, and physical activity.
- Engage children in natural, real-world learning opportunities, such as cooking (measuring ingredients), shopping (counting change), or discussing current interests.

4. Exceptions

- **Voluntary Exploration:** If a student is deeply inspired by a classroom topic and wishes to research it further at home, they are welcome to share their findings with the class. This will never be graded or required.
- **Individual Support:** In rare instances where a student requires specific, targeted intervention, teachers will collaborate directly with parents to provide optional support activities.

The school's approach to homework

The school understands that setting, marking and providing feedback on homework is a large contributor to the workload of teachers; therefore, senior Leadership Team and teachers will ensure that homework is only set to positively impact pupils' progress.

Prior to homework being set, teachers will ask themselves, 'Why am I setting this homework?' and 'How will this homework be useful to the pupil?' If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the homework is necessary.

If a teacher has a query, their head of department will offer guidance and support regarding the school's procedures.

Teachers will explain the school's approach to homework to parents at the Meet the Teacher in **September**.

Every term, each year group will be informed of what is expected of them with regards to homework.

Every term, **the school website** will inform parents about the main topics and units of work being covered.

Pupils will receive homework on a **weekly basis** which will be returned at the time and date as specified by the class teacher.



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Pupils' weekly homework activity will be designed to take around **45 minutes – 2 hours**, depending on the age of the pupil.

Feedback from parents about their child's homework will also be welcomed by the school.

The amount of homework set for pupils will increase as they progress through their education.

Teachers will occasionally set extra homework for the whole class if they deem it beneficial.

The table below shows expected homework. Tasks may be set in addition to the below activities.

Year group	Homework	Maximum time per night	Total per week
R	• Reading books each night • Tricky words practice / Spellings • Phonics	• 5 minutes • 10 minutes • 10 minutes	45 minutes
1	• Reading books each night • Tricky words practice / Spellings • Phonics	• 5 minutes • 10 minutes • 10 minutes	50 minutes
2	• Reading books each night • Tricky words practice/phonics/spellings • Timetable Rockstars	• 5 minutes • 10 minutes • 10 minutes	50 minutes
3	• Reading books each night • spellings • Timetable Rockstars	• 15 minutes • 15 minutes • 15 minutes	1 hour
4	• Reading books each night or reading for pleasure • spellings	• 15 minutes • 15 minutes	1 hour



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	• Timetable Rockstars	• 15 minutes	
5	• Reading books each night or reading for pleasure • Spellings – 5 minutes each day • Literacy – 1 piece each week preparation for SATS • Numeracy – 1 piece each week preparation for SATS	• 5 minutes • 25 minutes • 25 minutes • 25 minutes	1 hour 30 minutes
6	• Reading books each night or reading for pleasure • Spellings – 5 minutes each day • Literacy – 1 piece each preparation for High School • Numeracy – 1 piece each preparation for High School	• 5 minutes • 25 minutes • 30 minutes • 30 minutes	2 hours

Absences

If a pupil is absent from school due to illness or medical reasons, the school will not supply work for these periods – pupils should be well enough to undertake any work supplied.

There may be exceptions to the above and the classroom teacher will decide whether homework should be set on a case-by-case basis.

If a pupil is absent for a long period of time, the teacher and the parents of the pupil will agree on what should be done and how much help should be provided.

Catch-up support will be provided to absent pupils in order to help them catch-up with homework.

Absences when homework is set and due will be managed in line with the school's Attendance and Absence Policy.

Pupils who fail to complete homework

All pupils will be expected to complete homework on time.

Teachers will keep records of pupils completing homework which are regularly checked.

If pupils fail to complete homework, teachers will contact parents to find what the reason for this is.

Teachers will make efforts to support pupils who are struggling to complete homework and will raise any concerns regarding their pupils' ability to complete homework to the headteacher and/or parents as appropriate.



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Pupils who refuse to complete homework will be disciplined in line with the Behaviour Policy.

Pupils with SEND

A balanced approach to homework will be adopted for pupils with SEND, in consultation with the pupil's parents and the SENCO.

Where appropriate, the school will set adjusted or specific tasks for pupils with SEND as outlined in their individual education plans.

While pupils with SEND may benefit from differentiated tasks separate from the homework received by other pupils, they will also complete as much standard homework as possible.

Pupils with SEND will be supported in accordance with the school's SEND Policy.

Equal opportunities

The school will ensure that it provides the full range of opportunities for all pupils, regardless of gender, sex, disability, sexual orientation, ethnicity and social, cultural or religious background.

All pupils will have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability.

Monitoring and review

This policy is reviewed **annually** by the headteacher.

Any updates to this policy will be shared with parents, pupils and staff.

The scheduled review date for this policy is **SEPTEMBER 2027**.



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