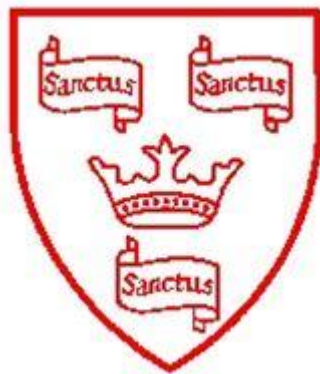




Nettleham Church of England Voluntary Aided Junior School

Homework Policy



Written by	David Gibbons
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Nettleham CE (Aided) Junior School Homework Policy



We are one big family and each member of our school is a vital part of it.

As an inclusive church school we nurture everyone to feel loved, valued and unique, because God made us that way. We are ambitious that all of our children love learning for life, make a difference in the world, reach their full potential and become the best version of themselves.

“You are the body of the anointed one and each of you is a unique and vital part of it.”

1 Corinthians 12:27 (passion translation)

*Our school values are: **TRUST – HUMILITY – THANKFULNESS - KOINONIA –
FRIENDSHIP – ENDURANCE***

Scope and Applicability

This policy applies to all pupils at Nettleham CE (Aided) Junior School (Years 3–6). It sets consistent expectations for teachers, pupils and parents/carers regarding the purpose, type, frequency, monitoring and support of homework.

Subject leaders will ensure that subject-specific homework expectations, including those for English, mathematics and Religious Education, are aligned with this whole-school policy.

Homework forms part of our partnership between home and school and supports pupils in becoming independent, responsible learners.

Why Have Homework?

Homework provides valuable opportunities to reinforce learning beyond the classroom. We believe effective homework:

- encourages parents/carers to become partners in their child's education;
- strengthens the relationship between home and school;
- enables pupils to practise and develop key skills in reading, spelling, writing, grammar, mathematics, times tables and number facts;
- provides opportunities to apply learning in everyday situations such as cooking, shopping, playing games and problem solving;
- consolidates learning that cannot always be practised sufficiently during the school day;
- develops responsibility, organisation, independence and ownership of learning;
- prepares pupils for the increasing expectations of homework at secondary school, particularly during Year 6.

Homework should support learning without creating unnecessary pressure. Our approach aims to establish positive learning habits that encourage a lifelong love of learning.

Types of Homework

Homework may include:

- daily reading (independent, shared or reading for pleasure);
- spelling practice linked to classroom learning;
- times tables and number fact practice;
- short writing, grammar or punctuation tasks appropriate to the year group;
- mathematics consolidation activities;
- occasional topic or project work with clear success criteria;
- extension activities for pupils seeking additional challenge;
- catch-up or consolidation tasks where further reinforcement is beneficial.

Teachers will outline homework expectations each term through year-group newsletters and information published on the school website.

Homework and Literacy

Reading remains the cornerstone of homework at Nettleham CE Junior School.

Pupils should read at home every day with an adult where possible. Reading may include:

- school reading books;
- library books;
- favourite books from home;
- magazines;
- newspapers;
- non-fiction texts;
- high-quality online reading where appropriate.

Reading should be enjoyable, shared and discussed in a relaxed atmosphere.

Parents/carers are encouraged to ask questions about what has been read, discuss vocabulary and encourage pupils to explain their thinking.

Developing regular reading habits significantly improves fluency, comprehension, vocabulary and writing skills.

Homework may also include spelling, grammar and short writing activities to support the school's priority of improving writing outcomes across the curriculum.

The school promotes reading materials that reflect diversity, equality and inclusion and are appropriate to pupils' ages and interests.

Differentiation and SEND

Homework will be appropriately differentiated to meet the needs of all pupils.

Where pupils have identified Special Educational Needs and Disabilities (SEND) or an Education, Health and Care Plan (EHCP), homework may be adapted to reflect individual learning targets.

Where appropriate, alternative or reduced homework tasks will be agreed with parents/carers and reflected within the pupil's provision plan.

Class teachers will consult with the SENDCo when adjustments are required to ensure all pupils can access homework successfully.

Challenge

Homework should provide appropriate challenge for all learners.

Teachers will provide opportunities for pupils to deepen their understanding through:

- optional extension activities;
- project choices;
- higher-order thinking tasks;
- enrichment opportunities;
- independent research.

Subject leaders will support teachers in providing suitable challenge for higher-attaining pupils.

The Role of Parents and Carers

Parents and carers play a vital role in ensuring homework is successful.

We ask parents/carers to:

- establish regular homework routines;
- encourage and support their child without completing work for them;
- read with their child daily whenever possible;
- sign reading records regularly;

- initial pupil planners weekly;
- communicate any concerns to the class teacher promptly.

The school will support parents by providing guidance through newsletters, the school website and workshops where appropriate, together with ideas and resources to support learning at home.

The Role of Pupils

Pupils are expected to:

- complete homework to the best of their ability;
 - read every day;
 - take responsibility for bringing reading records and planners to school;
 - ask for help if they do not understand a task;
 - meet agreed deadlines wherever possible.
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The Role of Teachers

Teachers will:

- set meaningful, age-appropriate homework;
- provide clear instructions and success criteria where appropriate;
- ensure homework reflects current classroom learning;
- adapt homework to meet individual needs where necessary;
- provide feedback appropriate to the task;
- communicate homework expectations clearly to pupils and parents/carers.

Homework will not routinely receive detailed written marking unless it contributes to an assessed piece of work. Teachers may use verbal feedback, whole-class feedback, self-marking or peer discussion where appropriate. Homework outcomes will inform future teaching.

Frequency of Homework

Homework will normally be set at least weekly.

The school's expectations are:

- reading every day;
- weekly spelling practice;
- weekly times tables and number facts practice;
- regular writing, grammar or mathematics activities as appropriate;
- occasional project or topic work during each term or half-term.

Termly newsletters will provide year-group specific information regarding homework routines and deadlines. As guidance, pupils in Years 3 and 4 should spend approximately 30 minutes per evening on homework, including reading.

Pupils in Years 5 and 6 may spend approximately 45–60 minutes, including reading.

Homework should be completed little and often rather than in one extended session.

Reading Records and Pupil Planners

Reading records provide an important communication link between home and school.

Parents/carers are encouraged to sign reading records regularly and initial pupil planners weekly.

Teachers will monitor reading records throughout each term and use this information to support pupils' reading progress and identify any additional support required.

Access and Remote Learning

Where pupils are absent or remote learning is required, appropriate home learning will be provided wherever possible.

Where families experience difficulties accessing online learning, parents/carers should contact the school office. The school will seek to provide printed resources or access to suitable devices where possible.

Safeguarding and Online Safety

Any online homework activities will follow the school's Online Safety Policy.

Teachers will use approved online learning platforms only.

Parents/carers are encouraged to supervise younger pupils during online activities and report any concerns to the school.

Monitoring and Impact

Senior leaders and subject leaders will monitor the quality and impact of homework through:

- work sampling;
- pupil voice;
- monitoring reading records and pupil planners;
- reviewing homework completion rates;
- identifying patterns of non-completion;
- evaluating the contribution homework makes to pupil progress.

The effectiveness of this policy will be reviewed regularly, with outcomes informing future practice and reported to governors annually.

Equal Opportunities

Homework will be inclusive and accessible for all pupils.

The school will ensure homework reflects equality, diversity and inclusion and takes account of pupils' differing backgrounds, cultures, abilities and individual needs.

Reasonable adjustments will be made to ensure all pupils have equitable access to homework.

Working Together

Our expectation is that all pupils, supported by their parents and carers, will engage positively with homework.

Where concerns arise regarding homework completion or access, school staff will work with families to identify solutions and provide appropriate support. Children are encouraged to speak to their teacher, before the hand in date, if they are struggling to complete their homework so they can provide assistance and support. If children do not return their homework they are given a day to 'catch up'. If homework still does not then come in then the child will complete the work at lunchtime under the supervision of a member of the staff. If homework is persistently not completed then staff will contact parents to discuss the issue.

By working together, we can help every pupil develop confidence, independence and a love of learning that extends beyond the classroom.

Finally, it would help us enormously and improve communication between home and school if parents would sign and date the children's pupil planners at the end of each week.

Policy Reviewed: April 2026

Next Review: April 2028