



Lady Boswell's C.E. (Aided) Primary School

*Learning Together,
Christ at the Centre,
Learning for Life*

HOMework POLICY

Date of Policy: February 2026

Date of Next Review: September 2026 (and every 3 years thereafter)

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Policy Author: Hannah Pullen

Signature:

LADY BOSWELL'S CE PRIMARY SCHOOL

HOMEWORK POLICY

We value every member of our community as a unique child of God and seek to demonstrate His love through our words and actions. We enable every child to achieve their full potential so that they leave us with their heads inspired and their hearts enriched.

As a result, our children will:

Develop a positive sense of self and well-being; confident to make the right choices and keep themselves safe in an ever-changing society

Strive for academic excellence, developing a thirst for knowledge and a love of learning

Become effective communicators, collaborators and leaders

Be resilient, resourceful and courageous

Be curious, creative individuals and confident problem solvers

Grow in spiritual awareness and develop a strong moral compass and a deepening understanding of the Christian faith in a multi-faith British society

Become responsible and tolerant global citizens who value diversity, forgive readily, and have concern for the needs of each other, the school, the wider community, and the planet.

Aims of the Homework Policy & Approach

- to develop an effective partnership between the school and parents
- to ensure the needs of the individual are considered
- to ensure that parents have a clear understanding about expectations of themselves and the pupils
- to extend, consolidate and support the child's learning through reinforcement and revision
- to encourage pupils to develop the confidence and self-discipline required for individual study
- to prepare children for the demands of secondary school
- to ensure consistency of approach throughout the school

Content of the Homework Given

The main focus of homework is reading and practising key skills in English and maths. Occasionally, it may also include activities to be completed jointly by the parent and pupil, e.g research or project work.

Details of each year group's content are included in Appendix 1.

Homework Provision

It is the responsibility of the class teacher to plan and provide manageable tasks for the children, ensuring the needs of all pupils are catered for. Pupils with Special Educational Needs will generally still be expected to complete homework and the teacher will ensure that they receive appropriate tasks according to their needs, which may be different to the rest of the class.

The homework structure will accommodate the wishes of parents who do not wish for their child to engage in online platforms for practice of key skills. Where parents wish to adopt offline methods,

they understand that they will be responsible for facilitating the alternative provision set by the school. For example, by using oral recall or written practice of spellings or times tables.

In every class, homework is set on a Friday and is due by the start of the school day on Thursday. Spelling tests are conducted on a Friday.

Our high expectations for spelling, handwriting and sentence construction extend to homework. Staff will expect children to take care and pride in the work that they complete at home.

We know that many of our children spend an extended day at Lady Boswell's and that this can mean time for completing homework can be a challenge for working parents. Older children may choose to independently complete their homework whilst at Orchard, including online homework. However, staff at Orchard will not be able to provide any educational support to individual pupils or 'force' children to complete homework during this time. Parents remain responsible for homework completed by their children at Orchard.

Homework during School Holidays

Compulsory homework will not be given during the Christmas, Easter or Summer Holidays, with the exception of SATs revision tasks in Year 6 during the Easter holiday. On occasion, homework challenges may be set for completion over a half-term break. It is expected, however, that all children will continue to read to parents during holiday times, from either a reading scheme book or other chosen text appropriate to their age.

The Role of Parents

- Parents are expected to support and encourage their children by giving time and a home environment in which homework can be done, establishing good 'homework hygiene' through routine and high expectations, responsibility and accountability appropriate to the age of the child.
- **Above all other subjects, reading is crucial and must be encouraged and prioritised at all times.** It is not always possible for an adult to hear a child read at school every day. It is most important, therefore, for parents to try to hear their children read as often as possible, to discuss the plot and characterisation and ask their children questions about what has been read. Younger children need to be heard on a regular daily basis; older children may read independently and silently to themselves. However, it is important that listening to them read aloud occurs during the week, providing opportunities to further develop tone, intonation and expression as the text becomes more complex, and to facilitate discussion. Further guidance for parents about how to support reading at home can be found via Google Classroom.
- The School recognises that whilst children benefit enormously from being able to discuss what they have done with their parents, parents are not always fully aware of the learning approaches that take place in School. Teachers will ensure that homework set is at an appropriate level that children are able to complete this independently.
- It is of great benefit to children of all ages to discuss issues of all kinds with their parents. The School provides access to our Picture News initiative via the whole School weekly newsletter. We encourage parents to speak with the children about the issues raised and encourage a lively debate and thoughtful discussion.
- Where parents have opted to not use the School's online platforms for maths, the Practice Journal will need to be marked by parents (using the QR code for answers where needed). Teachers will review these books in School on a Thursday so they can gather assessment information.

Feedback

Where appropriate, homework is marked promptly and feedback given to pupils. This may take a variety of forms according to the work set, such as:

- class discussion about the work
- written feedback
- verbal feedback
- digital assessment / review

Parents are encouraged to give teachers any useful feedback. This may include:

- notes in the home/ school contact book
- notes attached to homework books
- verbal feedback

Accountability

We expect all pupils to complete their weekly homework and take responsibility (with their parents' support) for ensuring that it is completed and handed in on time, where appropriate. Children are accountable for their homework via our weekly spelling and times table tests, through staff review of online assessment and completion rates and via review of homework handed in. Teachers will report to parents via parents' evenings and interim reports about the quality and impact of homework.

By Years 5 and 6, if homework is missing or incomplete children will be required to remain inside during their own time to complete their work. If there are exceptional family circumstances whereby homework could not reasonably have been completed then parents may note this in their child's contact book. If a child consistently fails to complete homework, concerns will be raised with parents.

Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots and LLMs. Lady Boswell's School recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism. Pupils may not use AI tools:

- During assessments
- To write their homework or class assignments, where AI-generated text is presented as their own work

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	Books home weekly from the Little Wandle Phonics Scheme/ book bands - 10 minutes of reading time daily. Additional time should be spent in discussion of the book.		Children should read for at least 10 minutes per day. Parents are encouraged to read with / to their children.			
English	n/a Reading core focus				In Years 5 and 6 , an additional English homework task is set weekly. This may be a reading comprehension or a writing-based piece of work (SPaG, genre, editing, handwriting).	
Phonics & Spelling	Phonics/ spelling homework is available on Google Classroom, linked to the week's phonics learning in class.		Spelling practice via Spelling Shed <i>or</i> Parents who do not wish their children to use screen-based homework may choose for their child to practise their spellings offline using strategies like oral recall or Look, Say, Cover, Write Check. The week's words will be uploaded onto Google Classroom for reference. Ed Shed practice sheets will also be made available via Google Classroom.			
Maths	Maths Seeds	Mathletics homework (At times, written maths homework may be set instead of Mathletics. This should be completed neatly with workings shown, and stapled/ stuck into the Homework book where provided.) <i>or</i> Parents who do not wish their children to use screen-based homework may purchase their child a copy of their year group's White Rose Maths Practice Journal (available to purchase online). Work in these books can be marked by parents using the QR codes and then pupils must hand books into teachers by Thursday for checking.				
Times tables	n/a	n/a	Times tables practice Via TT Rock Stars platform <i>or</i> Parents who do not wish their children to use screen-based homework may choose for their child to practise times tables offline using strategies like oral recall.			

