



WOOLTON PRIMARY SCHOOL

HOMework POLICY

2026-2027

BELIEVE • BELONG • BECOME

Reading • Practice • Independence • Partnership

Homework at Woolton is short, purposeful and designed to strengthen learning while building positive habits and strong partnerships between school and home.

Document owner	Headteacher
Approved by	Senior Leadership Team
Effective from	1 September 2026
Next review	September 2027

Believe in every child. Belong to a strong community. Become the best we can be - together.



1. Purpose of Homework

The core purpose of homework at Woolton Primary School is to strengthen learning, develop independent study habits and build strong home-school partnerships.

The Education Endowment Foundation's Teaching and Learning Toolkit suggests homework in primary schools has a modest positive impact when carefully designed:

- Short, focused and directly linked to classroom learning
- Clearly explained and well-scaffolded
- Centred on reading, fluency practice, and knowledge retrieval
- Supported by parents through encouragement rather than direct instruction

OUR APPROACH

Our approach reflects this evidence and prioritises quality over quantity.

2. Aims

Homework at Woolton Primary School aims to:

- Consolidate and reinforce key skills taught in class
- Promote regular reading for pleasure and fluency
- Strengthen basic skills in maths, spelling and vocabulary
- Encourage independence, responsibility and resilience
- Provide opportunities for parents to engage positively with learning
- Ensure equity and accessibility for all pupils, including those with SEND

3. Principles Underpinning Our Approach

Consistency: Expectations are clear, age-appropriate and progressive across the school.

Simplicity: Tasks are manageable and purposeful, avoiding unnecessary workload for families or staff.

Equity: Homework is designed so all pupils can succeed without requiring specialist resources.

Flexibility: Families may complete tasks at times that suit their routines.

Support: Pupils who need additional help will be offered in-school opportunities to complete homework.

4. Homework Expectations

Phase	What homework looks like
EYFS - Nursery and Reception	Daily reading - Children share a reading book matched to their phonics stage; parents read to and with their child to build fluency, vocabulary and enjoyment. Phonics practice - Short, simple activities linked to the sounds taught that week. Optional enrichment tasks - Practical, play-based suggestions (e.g., counting objects, talking about the world) to strengthen early language and number sense. No formal written homework - In line with early years pedagogy, tasks remain short, practical and adult-supported.
Years 1 and 2	Regular reading - Children read at home at least three times per week; books are phonically decodable and aligned with the school's Phonics Programme - Read Write, Inc.



Phase	What homework looks like
	Weekly phonics or spelling - Short tasks reinforcing graphemes, tricky words or spelling patterns taught in class. Maths fluency practice - Number bonds, counting, simple arithmetic or games that build automaticity - via Numbots. Annual creative project - Linked to current topics but not required for all pupils.
Years 3 and 4	Independent reading - Pupils read at least three times per week, building stamina and comprehension. Weekly spelling practice - Focus on statutory word lists, patterns and morphology. Maths fluency and times tables - Regular practice of multiplication facts, number fluency and arithmetic via Times Table Rock Stars and/or Numbots. Annual project-based tasks - Optional, creative and designed to enrich curriculum themes.
Years 5 and 6	Daily independent reading - Pupils read regularly and record reflections or responses where appropriate. (Lexia) Weekly spelling and vocabulary - Including morphology, etymology and statutory word lists. Maths fluency and reasoning practice - Retrieval of key facts, arithmetic fluency and short reasoning tasks. Curriculum retrieval tasks - Designed to strengthen long-term retention across subjects. Annual project-based tasks - Optional, creative and designed to enrich curriculum themes. Preparation for transition - In Year 6, tasks may include revision, organisation skills and independent study habits to support readiness for secondary school. Online learning - MyMaths, SATS Companion and Lexia may be used as appropriate.

Reading remains the most important homework activity throughout the school. Expectations vary by year group as outlined above.

Homework is designed to be short, purposeful and manageable. The emphasis is on regular reading, retrieval practice and fluency rather than lengthy written tasks. If homework is consistently taking significantly longer than intended, parents and carers are encouraged to contact the class teacher so that appropriate support or adjustments can be made.

5. Roles and Responsibilities

5.1 School Responsibilities

- Provide homework that is purposeful, achievable and linked to current learning
- Ensure instructions are clear and accessible
- Provide reading books matched to pupils' phonics stage or reading level
- Offer support for pupils who may struggle to complete homework at home
- Communicate expectations clearly to parents and carers
- Monitor completion and follow up sensitively where needed



5.2 Pupil Responsibilities

- Try their best with all homework tasks
- Read regularly at home
- Return homework on time
- Ask for help in school if they are unsure what to do
- Take care of reading books and homework materials

5.3 Parent and Carer Responsibilities

Parents and carers play a vital role in supporting learning at home. We ask families to:

- Provide a calm space and regular routine for homework
- Encourage and praise effort, rather than completing the work for the child
- Read with or listen to their child read at least three times per week (daily where possible)
- Support basic skills practice such as number facts, phonics or spelling
- Communicate with school if homework is causing difficulty or cannot be completed
- Ensure reading books and homework are returned to school on the agreed day

SUPPORT FOR FAMILIES

We recognise that families have different routines and commitments. Homework should never be a source of stress; parents are encouraged to speak to school early if support is needed.

6. Inclusion and SEND

Homework will be adapted where necessary to ensure pupils with SEND can access tasks meaningfully. This may include:

- Reduced quantity
- Alternative formats (e.g., oral rehearsal, practical tasks)
- Scaffolded or pre-teaching tasks
- Use of assistive technology
- In-school completion opportunities

The SENDCo and class teachers will work with families to ensure homework supports learning without creating unnecessary pressure.

7. Feedback and Monitoring

- Homework will not normally receive detailed written marking but will be used to inform future teaching.
- Feedback may be verbal, whole-class, or through self-assessment.
- Patterns of non-completion will be followed up sensitively.
- Homework will not be used as a behaviour sanction.

8. Communication With Parents

Homework expectations will be shared:

- At the start of each academic year
- Through class newsletters or online platforms
- During parent meetings
- On the school website

Any changes to this policy will be communicated clearly and in advance.



9. Review Cycle

This policy will be reviewed annually by the Senior Leadership Team, with input from staff, pupils and parents.

This policy should be read alongside the school:

- Teaching and Learning Policy
- Assessment Policy
- SEND Policy
- Behaviour Policy