



**Kirkby la Thorpe
Church of England Primary Academy
And Pre-school**

Building a Hopeful Future through Kindness, Learning and Trust

Policy Title	Homework
Date reviewed/amended	June 2025
Date for next review and frequency	Biannually June 2027

Vision and Values

At Kirkby la Thorpe, we strive to ensure that each person is empowered to flourish and contribute positively to society. We seek to equip our pupils with the knowledge, skills and qualities necessary to navigate the complexities of our world, rooting this in Christian love.

We are inspired by the life of St Thomas in all that we do so that we can:

Be Positive and Active Citizens: We strive for our pupils to communicate clearly, embracing tolerance and respect for the diverse beliefs and aspirations of others.

Be Curious and Independent Members of Society: We encourage curiosity and a thirst for knowledge, instilling a longing for justice and an empathy for those in need.

Have Confidence and Perseverance: Through trusting each other, we empower everyone to embrace challenges with confidence and perseverance, striving to achieve their full potential in all aspects of life so that they can be the best that they can be.

Have the Courage to Respectfully Challenge: We foster an environment where respectful dialogue and critical thinking are encouraged, empowering pupils to voice their opinions with courage and integrity so they can **build** a better future.

Know their heritage: We cultivate an appreciation for both local and national heritage, helping pupils understand their roots and identity within the broader context of history so that they have a sense of where they are from.

Values

We are on this journey together and our Christian values of **Kindness, Learning** and **Trust** support us as we travel.

St Thomas was one of Jesus' disciples. He encouraged others to follow Jesus on his journey (John 11.16), showing **confidence** and **trust**. He also has the **courage** to challenge his friends when they tell him that Jesus has resurrected from the dead; he does not take their words on face value, but asks questions with **curiosity** (John 20.24-29). Thomas was an important member of the early church, taking Jesus' good news for a **hopeful future** to people around the world. According to traditional accounts he travelled to India, **building** Christian communities across the region. This is a journey that would have required great **perseverance**. This matters to us because we consider the ancient global **heritage** of the Christian faith to be an important part of our own identity as a church school. St Thomas inspires us to **learn** from past and current events to build a more hopeful future.

Vision and Values alignment

The Homework Policy at Kirkby la Thorpe Primary School clearly reflects our vision of *“Building a Hopeful Future through Kindness, Learning and Trust.”* By fostering a strong partnership between home and school, it nurtures kindness and a sense of community, while regular reading and purposeful tasks promote a love of learning and intellectual curiosity. Clear expectations and opportunities for pupils to self-assess their work show trust in their growing independence and responsibility. The policy develops confidence and perseverance through consistent practice, encourages children to become positive and active citizens by involving families in learning, and prepares them for secondary education by building the habits of self-discipline and respectful reflection that support lifelong learning.

Introduction

At Kirkby La Thorpe Primary School, we believe that homework is an important extension of classroom learning. It reinforces key skills, encourages independent learning, and strengthens the partnership between home and school. Our aim is to ensure homework is purposeful, manageable, and tailored to the developmental needs of our children.

Aims

Homework at Kirkby La Thorpe aims to:

- Develop a consistent approach to homework throughout the school.
- Support and reinforce classroom learning.
- Foster independence and self-discipline.
- Encourage regular reading and practice of key skills.
- Provide opportunities for families to engage in learning together.
- Prepare pupils for the transition into secondary education.
- Make sure that teaching staff, parents/carers and pupils are aware of their responsibilities with regards to homework.
- Ensure that parents/carers understand what is expected of their child.
- Work with parents/carers and involve them in their child’s learning, and to keep them informed about the work their child is undertaking.
- Extend learning beyond the classroom.
- Give pupils further practice and a deeper understanding of skills, knowledge and concepts learned during the school day.

Legal framework

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

- DfE (2019) ‘Ways to reduce workload in your school(s)’
- Ofsted (2022) ‘School inspection handbook’
- Ofsted (2022) ‘School monitoring handbook’

General Expectations

- Daily reading is expected across all year groups (minimum five times per week), recorded in a reading record signed by an adult.
- Homework is set weekly, given out on Fridays and due back the following Thursday.
- Homework should be completed at home or breakfast/afterschool clubs. If not, it may be completed during a designated homework club at breaktime, as a last resort.
- All homework should be completed in the homework book, unless otherwise stated.
- Children are encouraged to self-assess their work when returning it.
- Incentives, including house points, will be awarded to encourage consistent reading and homework effort.

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, 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.

Teachers will explain the school's approach to homework to parents/carers using their class page on the school's website. This will be also be discussed at the autumn parents' evening and Meet the Teacher Curriculum evenings.

Every term, curriculum overviews will inform parents/carers about the main topics and units of work being covered.

Pupils' weekly homework activity will be designed to take around 1 – 1 ½ hours, depending on the age of the pupil.

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

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

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

Homework Overview by Year Group

EYFS (Reception)

- Daily reading (3x or more per week): 1 phonics-based reading book and 1 library book for reading for pleasure.
- Phonics virtual classroom videos shared via Tapestry.
- Weekly handwriting/letter formation sheets.
- A termly homework grid with a variety of non-core activities to choose from.

Year 1

- Daily reading (3x or more per week).
- Phonics pack to practice key sounds.
- Weekly alternation of SPAG or writing tasks.
- Access to Numbots / TT Rockstars.

- Termly spellings sent home and practiced during morning work.
- Weekly alternating maths worksheet based on current classroom learning.

Years 2 to 6

- Daily reading (3x or more per week).
- Termly spelling words provided (from Oxford Owl) to practice at home and in school.
- Weekly homework alternating between:
 - SPAG or writing task
 - Maths task matched to class learning.
- Online platforms like TT Rockstars are encouraged for regular use.

Parental Support

- Provide a quiet space and routine for homework completion.
- Support but do not complete tasks for their child.
- Ensure reading records are signed weekly.
- Communicate with teachers about any challenges their child faces with homework.

Monitoring and Feedback

Homework will be acknowledged and reviewed by the class teacher. Children will receive feedback through verbal discussions, peer review, or marking. House points and other rewards will celebrate excellent effort and consistency.

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/carers of the pupil will agree on what should be done and how much help should be provided.

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 regularly fail to complete homework, teachers will contact parents/carers 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 with parents/carers as appropriate.

The school will support with homework that is not completed at home and enable a time within the school day for this to be conducted.

Marking homework

Homework will be marked in accordance with the school's Marking and Feedback Policy.

In general, homework will be marked in detail in writing and comments will be made concerning the pupil's next steps.

Occasionally, homework will be marked orally with the pupil or class.

Pupils with SEND

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