



Homework Policy 2026-2028

At Castledyke, we believe that homework should support and enhance pupils' learning while promoting independence, responsibility, and positive attitudes towards education. Homework is designed to consolidate classroom learning, develop key skills, foster a love of reading, and strengthen the partnership between home and school.

We are committed to ensuring that homework is meaningful, accessible, inclusive, and proportionate to pupils' ages and stages of development.

Aims

The aims of homework at Castledyke are to:

- Reinforce and extend learning that has taken place in school.
- Develop pupils' independence, organisation, and self-discipline.
- Promote regular reading and language development.
- Support the development of fluency in mathematics and other core skills.
- Encourage curiosity, creativity, and a love of learning.
- Strengthen partnerships between parents/carers and the school.
- Prepare pupils for the expectations of secondary education.

Homework should:

- Be purposeful and linked to learning.
- Be appropriate to pupils' age and ability.
- Be achievable without causing unnecessary stress or anxiety.
- Support pupil wellbeing and family life.
- Be inclusive and accessible to all learners.
- Encourage pupils to take increasing responsibility for their own learning.

Homework will not be set simply for the sake of setting homework.

Homework Expectations

Early Years Foundation Stage (EYFS)

Children will be encouraged to:

- Share books regularly with parents/carers.
- Practise phonics sounds and tricky words
- Participate in language-rich experiences such as storytelling and conversations.
- Read a phonetically decodable book when they are ready, 3x per week minimum

Recommended time:

- Approximately 10–15 minutes per day.

Key Stage 1 (Years 1 and 2)

Children will be expected to:

- Read to an adult at home (at least 3 times per week).
- Practise phonics, spelling, and common exception words.
- Complete short mathematics activities linked to current learning (Doodle Maths)
- Participate in occasional topic-based activities.

Recommended time:

- Approximately 15–20 minutes per day.

Lower Key Stage 2 (Years 3 and 4)

Children will be expected to:

- Read to an adult at home at least 3 times per week.
- Practise spellings and vocabulary.
- Complete mathematics(Doodle Maths) and times tables practice
- Undertake occasional project or research activities.

Recommended time:

- Approximately 20–30 minutes per day.

Upper Key Stage 2 (Years 5 and 6)

Children will be expected to:

- Read to an adult at home and discuss texts (3 times a week)
- Practise spellings and vocabulary development.
- Complete CGP books linked to class work as per the class teacher instructions
- Undertake research, project work, or curriculum-linked tasks.

Recommended time:

- Approximately 20–30 minutes per day.

Reading

Reading is the most important element of homework throughout the school.

Parents/carers are encouraged to:

- Listen to their child read regularly.

- Discuss books and texts.
- Encourage a positive reading culture at home.
- Record reading in the school's reading record where appropriate.

Teachers will promote reading through regular monitoring and celebration of reading achievements.

Role of Parents and Carers

Parents and carers play a vital role in supporting learning. We ask parents/carers to:

- Provide a suitable place for homework where possible.
- Encourage positive routines and organisation.
- Support and encourage rather than complete tasks on behalf of their child.
- Communicate with the school if difficulties arise.
- Celebrate effort and achievement.

Role of Teachers

Teachers will:

- Set homework that is purposeful and meaningful.
- Ensure tasks are clearly explained.
- Differentiate where appropriate.
- Provide reasonable time for completion.
- Offer support where needed.
- Acknowledge, review, or provide feedback on completed homework.
- Monitor engagement and address concerns promptly.

Inclusion and Equality

We recognise that pupils have differing learning needs.

To ensure equity:

- Homework will be accessible to all pupils.
- Alternative arrangements will be made where necessary.
- Support will be provided for pupils with additional needs.
- Lack of access to technology or resources will not disadvantage pupils.

The school will work with families to overcome barriers to homework completion.

Use of Technology

Where online learning platforms are used:

- Tasks will support curriculum learning.
- Appropriate safeguarding procedures will be followed.

- Pupils will be taught responsible digital behaviour.
- Alternative formats will be available where required.

Non-Completion of Homework

Where homework is not completed regularly:

- Staff will seek to understand any barriers.
- Support and guidance will be offered.
- Communication with parents/carers will take place where appropriate.

The school will take a supportive rather than punitive approach.

Review

This policy will be reviewed annually by the Senior Leadership Team and Governing Board to ensure it remains effective and reflects current best practice.

Policy Owner: C Young

Approved By: Governing Board

Review Date: June 2028