



DANES EDUCATIONAL TRUST

HOMework POLICY (PRIMARY PHASE) SCHOOL NAME

DET policy (School to adapt highlighted sections with school specific information- delete this note)

RESPONSIBILITIES	
To determine and approve policy and ensure compliance	Director of Education
To implement, deliver and comply	Headteacher and School Board
APPROVAL DATE	14 May 2025
COMMITTEE	N/a Director of Education
DURATION	2 Years
REVIEW DATE	Summer 2027
SLT LEAD	Primary Director
As part of the review process, this policy/procedure has been subject to an Equality Impact Assessment.	



DANES EDUCATIONAL TRUST

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STATEMENT OF INTENT

Name of school is a vibrant, enthusiastic, forward-thinking and safe learning environment in which pupils are given every opportunity to complete a fulfilling education.

We believe that homework plays an important part in education and the benefit of doing homework must be instilled at an early age so that independent study can be achieved.

We are also aware that pupils have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We will give careful consideration to ensuring homework is well-balanced across the school.

This policy aims to:

- Develop a consistent approach to homework throughout the school.
- Make sure that teaching staff, parents and pupils are aware of their responsibilities with regards to homework.
- Ensure that parents understand what is expected of their child.
- Encourage pupils to develop the responsibility and self-discipline required for independent study.
- Embed knowledge and support pupils' learning experiences via revision and reinforcement.
- Work with parents and involve them in their child's learning, and to keep them informed about the work their child is undertaking.
- Use homework as a tool for raising standards of attainment.
- Extend learning beyond the classroom.
- Give pupils further practice and a deeper understanding of skills, knowledge and concepts learned during the school day.



1. 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 (2024) 'School inspection handbook'
- Ofsted (2024) 'School monitoring handbook'

This policy operates in conjunction with the following school policies:

- Parent Code of Conduct
- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Attendance and Absence Policy

2. ROLES AND RESPONSIBILITIES

The headteacher and local school board will be responsible for:

- Monitoring the effectiveness of this policy.
- Reviewing this policy bi-annually and making appropriate suggestions to the trust as required.
- Discussing with staff the extent to which this policy is being implemented.
- Meeting with parents and discussing the impact of homework as appropriate.
- Providing parents with information about homework.
- Informing new parents about this policy.
- Monitoring the effectiveness of inclusivity and accessibility of homework.

Phase leaders/Assistant Headteachers will be responsible for:

- Ensuring all members of staff within their teams are aware of the school's Homework Policy.
- Monitoring the effectiveness of this policy within their department and reporting their findings back to the headteacher.
- Answering any queries that teaching staff have regarding this policy and the school's practices.

Teachers will be responsible for:

- Planning and setting up a regular programme of homework for pupils.
- Providing an explanation of homework tasks and ensuring that all pupils understand what they have to do.
- Ensuring all homework is purposeful and links directly to the curriculum.
- Setting homework that is appropriate to pupils' abilities.
- Monitoring homework regularly and making sure pupils are completing it.
- Marking selected homework and giving feedback to pupils, either individually or as a class.
- Communicating with parents if there is a problem regarding homework.
- Being available to parents and pupils for a discussion about homework.
- Setting homework that is consistent across classes.

- Ensuring homework takes equal opportunities into account and that the needs of pupils with disabilities are considered.
- Rewarding quality work and praising pupils who regularly complete homework.

Parents will be responsible for:

- Supporting and encouraging their child with regards to completing homework.
- Becoming involved in their child's homework and encouraging their child to have a positive attitude towards it.
- Making sure that their child completes homework to a high standard and on time.
- Providing suitable conditions and resources for their child to complete homework, as far as is practicable.
- Informing teachers of any issues that may arise and co-operating with the school to find a solution.
- Keeping the school informed of any change in circumstances which may affect their child's learning and ability to complete homework effectively.
- Encouraging their child to discuss homework and feedback from teachers.

Pupils will be responsible for:

- Taking increasing responsibility for their own learning and submitting completed work in a timely manner.
- Having a positive approach towards homework.
- Putting the same effort into homework as class work.
- Making sure they understand the tasks that have been set and seeking clarification if required.
- Ensuring that they have everything they need to complete homework and returning to school all books and stationery needed to complete their homework.
- Taking pride in the presentation and content of their homework and performing to the best of their abilities.

3. THE SCHOOL'S APPROACH TO HOMEWORK

[This section must be amended to demonstrate your school's approach to homework, reflecting a balance between using homework effectively to embed pupils' knowledge and ensuring that staff do not use an unnecessary amount of time setting and marking homework]

The school understands that setting, marking and providing feedback on homework is a large contributor to the workload of teachers; therefore, heads of departments and 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.



[Where homework is uploaded to an electronic system] Homework will be uploaded to an online platform where pupils and parents can view homework tasks, reducing printing costs and the number of lost homework sheets.

If a teacher has a query, their phase leader/assistant headteacher will offer guidance and support regarding the school's procedures.

Teachers will explain the school's approach to homework to parents at the start of each academic year.

At the start of each year, each year group will be informed of what is expected of them with regards to homework.

Every term, the school newsletter will inform parents about the main topics and units of work being covered.

Pupils will use homework books to complete their homework or will be issued with a homework folder to keep their homework neat and organised.

Pupils will receive homework on a **weekly basis** which will be returned at the time and date as specified by the class teacher.

Pupils' weekly homework activity will be designed to take around **45 minutes – 2 hours**, depending on the age of the pupil.

Homework will be marked every week and returned to the pupil via the **homework folder/book**.

Parents will be encouraged to discuss any errors with their child. If they have any queries, they should make an appointment to see their child's teacher. Feedback from parents about their child's homework will also be welcomed by the school.

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

Teachers will occasionally set extra homework for the whole class or specific individuals if they deem it beneficial, in addition to the continuation of learning that has begun in the classroom.

The table over the page shows expected homework. Tasks may be set in addition to the below activities.



Year group	Homework	Maximum time per night	Total per week
N			
R	<ul style="list-style-type: none"> • Reading library books each night • Tricky words practice • Phonics 	<ul style="list-style-type: none"> • 5 minutes • 10 minutes • 10 minutes 	45 minutes
1	<ul style="list-style-type: none"> • Reading library books each night • Tricky words practice/phonics • Number bonds work • Literacy/numeracy – 1 piece each week 	<ul style="list-style-type: none"> • 5 minutes • 10 minutes • 10 minutes • 10 minutes 	55 minutes
2	<ul style="list-style-type: none"> • Reading library books each night • Tricky words practice/phonics • Number bonds work • Literacy/numeracy – 1 piece each week 	<ul style="list-style-type: none"> • 5 minutes • 10 minutes • 10 minutes • 15 minutes 	1 hour
3	<ul style="list-style-type: none"> • Reading library books each night • Spellings or times tables – 5 minutes each day • Literacy/numeracy – 1 piece each week 	<ul style="list-style-type: none"> • 5 minutes • 25 minutes • 20 minutes 	1 hour 10 minutes
4	<ul style="list-style-type: none"> • Reading library books each night • Spellings or times tables – 5 minutes each day • Literacy/numeracy – 1 piece each week 	<ul style="list-style-type: none"> • 5 minutes • 25 minutes • 25 minutes 	1 hour 20 minutes
5	<ul style="list-style-type: none"> • Reading library books each night • Spellings – 5 minutes each day • Literacy – 1 piece each week • Numeracy – 1 piece each week 	<ul style="list-style-type: none"> • 5 minutes • 25 minutes • 25 minutes • 25 minutes 	1 hour 40 minutes
6	<ul style="list-style-type: none"> • Reading library books each night • Spellings – 5 minutes each day • Literacy – 1 piece each week • Numeracy – 1 piece each week 	<ul style="list-style-type: none"> • 5 minutes • 25 minutes • 30 minutes • 30 minutes 	2 hours



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

Catch-up support will be provided to absent pupils in order to help them catch-up with homework.

Absences when homework is set and due will be managed in line with the school's Attendance and Absence Policy.

5. 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 fail to complete homework, teachers will contact parents 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 to the headteacher and/or parents as appropriate.

Pupils who refuse to complete homework will be disciplined in line with the Behaviour Policy.

6. MARKING HOMEWORK

Homework will be marked in accordance with the school's internal policy and expectations.

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

Homework can also be marked orally with the pupil or class.

7. PUPILS WITH SEND

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

8. 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.

9. MONITORING AND REVIEW

This policy is reviewed bi-annually by the Primary Director and reviewed by the headteacher.

Any updates to this policy will be shared with parents, pupils and staff.



Equality Impact Assessment Form

People responsible for overseeing the EIA
Aaron Wanford (Director of Education, Primary)
Name of the policy, procedure or project
Homework policy (primary phase)
What is the main purposes or aims of the policy, procedure or project?
To ensure that parents/carers and learners understand the rationale and benefits of homework for pupils, and expectations of learners in completing this to support their wider learning.
Who will be the beneficiaries of the policy, procedure or project?
Learners, parents/carers
Have you consulted on this policy, procedure or project?
Yes, the policy went out to consultation with all primary headteachers within the Trust.



Complete the following table and give reasons/comments for where:

The policy, procedure or project could have a positive impact on any person or group because of one of the following aspects of their identity (this includes equality of opportunity of access)

The policy, procedure or project could have a negative impact on, or disadvantage, a person or group because of one of the following aspects of their identity.

(At this stage, it is important to consider the requirements placed upon a school as per the Equality Act 2010.)

Groups	Positive impact		Negative impact		Comments
	High	Low	High	Low	
Race		*			This policy has a low positive impact on all protected groups as it clearly outlines the expectations of all learners and parents/carers in completing homework, irrespective of protected characteristics.
Religion or belief		*			As above
Sexual orientation		*			As above
Sex		*			As above
Disability		*			As above
Age		*			As above
Gender reassignment		*			As above
Pregnancy and maternity		*			As above
Marriage and civil partnership		*			As above



Where there is negative impact, what actions could be taken to amend the policy, procedure or project to minimise the negative impact?

N/A

If there is no evidence that the policy, procedure or project promotes equality, equal opportunities or improves relationships between people with different protected characteristics, what amendments could be made to achieve this?

N/A

How will the policy, procedure or project be implemented including any necessary training?

Policy will be ratified by DET Trustees and then shared with each school and placed on websites. Staff will receive training annually on supporting and managing behaviour, learners will have a key focus on positive behaviour expectations throughout the academic year.



Version control (to be removed by Policy Officer prior to publication)

Version	Date	Document name	Details
1	May 2025	DET Primary Homework Policy	Trust policy created from School Bus template dated 15 December 2023
2	Click or tap to enter a date.	Document name	Details
3	Click or tap to enter a date.	Document name	Details

