# Flimby Primary School

# Homework Policy

Signed by:

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| | Executive Headteacher | Date: | September 2026 |
| | Chair of governors | Date: | September 2026 |

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## Statement of intent

Flimby Primary 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 was developed in consultation with staff members, parents and pupils, and with the full agreement of the governing board.

## Aims

At Flimby Primary School, homework is centred on developing a lifelong love of reading and supporting reading fluency, comprehension and language development through regular reading at home.

- Promote regular reading habits and a love of reading.
- Develop pupils' reading fluency, comprehension and vocabulary.
- Encourage parents to engage in shared reading with their children.
- Foster independence and self-discipline through regular reading routines.
- Support pupils' learning and language development through reading.

## 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 (November 2025) 'Education inspection framework'

This policy operates in conjunction with the following school policies:

- Marking and Feedback Policy
- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Attendance and Absence Policy

## Roles and responsibilities

The headteacher and governing board will be responsible for:

- Monitoring the effectiveness of this policy.
- Reviewing this policy annually and making appropriate updates 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.

Teachers will be responsible for:

- Ensuring pupils have access to appropriate reading materials and reading activities matched to their needs and abilities.
- Monitoring homework regularly and making sure pupils are completing it.
- Communicating with parents if there is a problem regarding homework.
- 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.
- Providing suitable conditions and resources for their child to complete homework.
- 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.

Pupils will be responsible for:

- Taking responsibility for their own learning (where appropriate)
- Having a positive approach towards homework.
- Putting the same effort into homework as class work.
- Ensuring that they have everything they need to complete homework.

**The school's approach to homework**

At Flimby Primary School, the focus of homework is on the important skills of reading. Regular reading at home, especially reading with parents, should be encouraged. We feel passionately that the most significant thing that you, as parents, can do to support your child's learning is to share books with them on a regular basis. By this we mean reading to your child, listening to your child read and talking about what you are reading. As adults, we are all reading role models – there is lots of evidence that children seeing their parents and adults around them read is a powerful factor in encouraging them to read more frequently.

Early exposure to language is the greatest factor in language development and learning to read. By reading together every day, you stimulate and strengthen your child's language and literacy skills. It is that simple. By reading and talking with your child each day, you bond with them and model the love of reading, which will benefit them in school and throughout life.

*Reading Research*

Reading builds brains, fostering early learning and creating connections in the brain that promote language, cognitive, and social and emotional development.

By reading with your child, you also help cultivate a lasting love of reading. Reading for pleasure can help prevent conditions such as stress, depression and dementia. (University of Liverpool)

Decades of early literacy research, from Durkin (1966), Bus van Ljezendoorn, and Pellegrini (1995), to Neuman and Celano (2006), provide convincing evidence that the interactions young children enjoy at home with their caregivers, especially conversation and hearing stories read aloud specifically play a significant role in academic success and beyond. (www.scholastic.com)

*Keep on Reading*

While parents have a tendency to stop reading with their children once they read independently, these are the years to continue reading! As you read together, you bond with your child and help build his or her vocabulary.

*Engaging Reading*

Reading with your children isn't just about reading what's written on the page. By using dramatic voices, pointing to different pictures on the page, and asking your child to predict what will happen next, you're engaging them on many different levels.

**Year 6 Homework**

In Year 6, homework plays an important role in preparing pupils for both their end of KS2 SATs assessments and the transition to secondary school. Homework will be set regularly to reinforce learning that has taken place in class. Tasks may include reading comprehension, spelling practice, arithmetic, grammar activities and SATs-style questions. These activities are designed to consolidate key skills, increase confidence and help pupils become familiar with the expectations of formal assessments.

All homework should be completed to the best of each pupil's ability and returned by the specified deadline. Additional support will be provided for pupils who may require further help with their learning.

**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.

**Pupils who fail to complete homework**

Teachers will keep records of pupils completing homework which are regularly checked.

If pupils regularly 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 with SEND**

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

Where appropriate, the school will set adjusted or specific tasks for pupils with SEND as outlined in their individual education plans.

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.

**Monitoring and review**

This policy is reviewed annually. Any updates to this policy will be shared with parents, pupils and staff. The scheduled review date for this policy is September 2027.