

Ashbourne Primary School

Homework Policy



Policy written by: Heather Davis

Ratified by: Governors

Date of ratification: Autumn Term 2026

How often should this policy be reviewed: Every three years

Date of next review: Autumn Term 2029

Signature: _____ Chair of Governors

Signature: _____ Headteacher

Statement of intent

At Ashbourne Primary School, we believe that home learning can make a valuable contribution to pupils' progress, confidence and enjoyment of learning. Homework should reinforce key knowledge and skills taught in school, encourage positive learning habits and provide opportunities for parents and carers to support their child's education.

We recognise that children also benefit from opportunities and experiences beyond school which contribute to their development and wellbeing. Homework will therefore be purposeful, manageable and appropriate to pupils' age and stage of development.

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 home learning.
- 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 practise and a deeper understanding of skills, knowledge and concepts learned during the school day.

Homework expectations by year group

Homework at Ashbourne Primary School is designed to reinforce key skills and learning in a purposeful and manageable way. Expectations are progressive, developing as pupils move through the school, while regular reading remains a priority in every year group. Home learning focuses on the practice and consolidation of essential skills, including phonics, handwriting, number facts and times tables, with increasing independence encouraged as pupils progress through Key Stage 2. In Year 6, additional activities may be provided to consolidate learning and support pupils in preparing confidently for their end of Key Stage 2 assessments and secondary school. The table below outlines the usual homework expectations for each year group.

Homework expectations

Reception	• Read 5 times per week for 10 minutes, with an adult signing the Reading Record after each session. • Practise the phonics sounds and words sent home with your child. • Practise the letter formation and handwriting activities sent home with your child.
Year 1	• Read 5 times per week for 10 minutes, with an adult signing the Reading Record after each session. • Practise the phonics sounds and words sent home with your child. • Practise the letter formation and handwriting activities sent home with your child. • Practise number bonds and key number facts sent home with your child.
Year 2	• Read 5 times per week for 10 minutes, with an adult signing the Reading Record after each session. • Practise the phonics sounds and words sent home with your child. • Practise the letter formation and handwriting activities sent home with your child. • Practise number bonds, key number facts and times tables, as appropriate, to build fluency and confidence.
Year 3	• Read 5 times per week for 10 minutes, with an adult signing the Reading Record after each session. • Practise handwriting to develop consistent, fluent and legible joined writing, using activities sent home where appropriate. • Practise times tables regularly to develop fluency, speed and accuracy in recalling multiplication and division facts.
Year 4	• Read 5 times per week for 10 minutes, with an adult signing the Reading Record after each session.

	• Practise handwriting to develop consistent, fluent and legible joined writing, using activities sent home where appropriate. • Practise times tables regularly to develop fluency, speed and accuracy in recalling multiplication and division facts.
Year 5	• Read 5 times per week for 10 minutes, with an adult signing the Reading Record after each session. • Practise handwriting to develop consistent, fluent and legible joined writing, using activities sent home where appropriate. • Practise times tables and related division facts to develop fluency, speed and accuracy, alongside key arithmetic skills and mathematical concepts taught in class.
Year 6	• Read 5 times per week for 10 minutes, with an adult signing the Reading Record after each session. • Practise handwriting to develop consistent, fluent and legible joined writing, using activities sent home where appropriate. • Practise times tables and related division facts to develop fluency, speed and accuracy, alongside key arithmetic skills and mathematical concepts taught in class. • Complete SATs practice papers and activities sent home in Reading, Mathematics and Spelling, Punctuation and Grammar (SPaG) to consolidate learning and build confidence in preparation for the assessments.

Supporting parental engagement with homework.

Regular reading and engagement with home learning are important in supporting progress. Parents and carers are expected to support their child in meeting the homework expectations appropriate to their year group.

Class teachers will monitor engagement with home reading and homework, including the regular checks of Reading Records. Where a pupil is not reading regularly at home or home learning is frequently not completed, the class teacher will initially discuss this with the pupil and, speak with the parent or carer to understand any barriers and remind them of the school's expectations.

Where a lack of engagement continues, a letter may be sent home outlining the school's expectations and encouraging parents and carers to work with the school to support their child. Where appropriate, the school may offer practical support, resources or guidance to help families establish positive home

learning routines. Support will be offered from other members of staff, including the Child and Family Wellbeing Leader or SENCO.

The school will also encourage positive engagement by recognising and celebrating pupils who read regularly at home.

Parents and carers who are unsure how best to support their child with homework are encouraged to speak to their child's class teacher. School will provide guidance on appropriate strategies and resources so that home and school can work together effectively.

Pupils with SEND

An inclusive approach to homework will be adopted for pupils with SEND, taking account of individual needs and, where appropriate, in consultation with parents and carers and the SENCO.

Homework may be adapted in an alternative format where this enables a pupil to engage successfully with home learning. Any adaptations will reflect the pupil's individual needs and the support outlined in relevant school plans or their Education, Health and Care Plan (EHCP), where applicable.

The school will work with families to identify and remove barriers to home learning and ensure that pupils with SEND are able to participate meaningfully and experience success.