



Rudston Primary School

Homework Policy

Date: September 2025

This policy and all school policies are produced in accordance to guidance set out in our school legislation and guidance policy.

Approved: September 2025
Review Autumn Term 2026

Inclusion and Equality Statement

Inclusion is an approach and attitude that will help to give all children opportunities for success and development at school, both academically and socially, and will ensure they are valued as part of the school community. We strive to ensure that pupils' unique needs, differing learning styles and requirements are recognised, valued and supported. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that all pupils can engage in school activities with others.

We acknowledge the need for high expectations for all children. We actively seek to encourage equity and equality through our teaching. No gender, race, ethnicity, social and economic background, Special Educational Need or Disability will be discriminated against.

Our Mission Statement:
To develop a love of learning,
enabling all children
to reach their full potential.

* Respect * Resilience *
* Responsibility * Enjoyment *
* Challenge *

Safeguarding Statement:

“Rudston Primary school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.”

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Homework Policy

1. Introduction

At Rudston Primary School we believe that homework is an essential part of pupils' learning. In line with National Curriculum requirements, homework is set and children are encouraged to, and expected to establish good homework habits from the beginning of their school life.

- Homework is set regularly as a means of reinforcing and extending learning
- Homework is differentiated to meet the needs of individual pupils
- Homework should be understood by pupils and parents, and not be seen as an onerous task

2. Homework – A definition

Homework is defined '*as any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers*'. At Rudston primary we see work done at home as a valuable part of school work.

3. The purpose of homework

The school regards the purpose of homework as being to:

- Develop an effective partnership between the school and parents and other carers in pursuing the aims of the school and the development of their child.
- Consolidate and reinforce skills and understanding, particularly in English and Mathematics.
- Extend school learning, for example through additional reading.
- Encourage pupils, as they get older, to develop the confidence and self-discipline needed to study on their own and to prepare them for the requirements of secondary school.

At Rudston Primary School teaching staff recognise that pupils who have spent a busy structured day at school need time to relax and unwind at the end of the afternoon. We are also mindful of the need to encourage children to pursue out-of-school activities, e.g. swimming, football, dancing etc.

Homework should be used to effectively reinforce and / or extend what is learned in school. Homework tasks should be undertaken to the best of their ability. We hope that children will feel a sense of personal satisfaction in a task completed well and that their efforts will be recognised at school.

We hope parents and carers will be willing and able to give their active support to ensure that work done at home is completed conscientiously and in the best possible conditions.

Children attending peripatetic music lessons are also expected to practise in their own time.

4. Current Practice

At the beginning of the academic year, each year group will be informed of what is expected of them with regard to homework.

At the class welcome session teachers will explain the organisation of homework in their child's class to parents.

Information will be regularly shared via Class Dojo to inform parents and carers about what the children are learning in class. This, along with the curriculum information on the school website, will then enable you to support and extend your child's learning at home.

5. Learning Logs

In the past, children have used physical Learning Log books to record and share their homework projects. From this year, we are moving away from books and will be using our online platform, Class Dojo, instead.

Each half term, teachers will share a list of six suggested tasks on Class Dojo. These tasks will be linked to current or prior learning. Families can then select one task for their child to complete as a project.

Completed projects should be returned in one of the following ways:

- By uploading a photo / video of the project via the Class Dojo message feature, or
- By sending the physical work into school if a photo upload is not possible.

It is important to note that this feature is solely for the submission of homework. It should not be used as a communication tool with the class teacher, and messages sent in this way will not receive a reply. A reminder of this will accompany each homework post.

To ensure consistency across the school, Reception and Key Stage 1 will also adopt this half-termly project approach. This provides younger children with the opportunity to engage with topic-based learning in a creative and meaningful way, in line with Key Stage 2. Children are encouraged to approach their projects in a way that best reflects their interests and learning styles.

We encourage children to be as creative and independent as possible when approaching their project. They may choose to present their work in a range of ways, such as:

- Drawing, painting, collage or labelled diagrams
- Models and other practical creations
- Written work (such as stories, reports, poems or explanations)
- Cooking or making, supported by photographs or notes
- ICT-based presentations or videos
- Fact files, tables, charts or leaflets

This list is not exhaustive. Projects will be celebrated in class, enabling children to share ideas, reflect on learning and develop skills such as independence, resilience, organisation, creativity and teamwork.

6. Homework Timetable

Year Group	Homework	Day it is given	Day due back
Reception	RWI sheets or books Learning Log Weekly Maths sheets Optional activities: Numbots	Friday Ongoing	Read on three separate occasions -return Thursday with reading record signed by an adult Last Thursday of half term
Year 1	RWI reading book Learning Log Weekly spelling sheets Weekly Maths sheets Optional activities: Numbots	Friday Ongoing	Read on three separate occasions -return Thursday with reading record signed by an adult Last Thursday of half term
Year 2	RWI or home reading book Learning Log Weekly spellings Weekly Maths sheets Optional activities: Numbots/TTRockStars	Friday Ongoing	Read on three separate occasions -return Thursday with reading record signed by an adult Last Thursday of half term
Year 3	Weekly spellings Reading Learning Log Weekly maths sheet Optional activities:	Friday Friday Ongoing Friday	Thursday Weekly expectation - signed reading record due back on Thursday Last Thursday of half term Thursday

	Rollama TTRockStars	Ongoing	
Year 4	Weekly spellings Reading Learning Log Weekly maths sheet Optional activities: Rollama TTRockStars	Thursday	Thursday Weekly expectation - signed reading record due back on Thursday Last Thursday of half term Thursday
Year 5	Weekly spellings Reading Learning Log Weekly Maths sheet Optional activities: Rollama TTRockStars	Friday Friday Ongoing Friday	Thursday Weekly expectation - signed reading record due back on Thursday Last Thursday of half term Thursday
Year 6	SATS Practice (CGP) books Weekly spellings (Spelling Shed) Learning Log Optional activities: Rollama TTRockStars	Friday Friday Ongoing	Thursday (check Dojo for page updates) Following Thursday Last Thursday of half term

*Any children taking part in intervention groups may be given addition tasks to complete on a weekly basis

7. Concerns

If any child does not understand a task, parents should encourage them to ask their teacher for further guidance. If you have any concerns about the levels of homework or the content etc, please see your child's class teacher.

Date agreed: October 2025

Date to be reviewed: September 2026

Date:

Dear Parents/ Carers

After reviewing your child's participation in homework and speaking to your child's class teacher, it has come to my attention that your child regularly fails to either complete homework or return it to school on time.

At Rudston Primary School, we believe in the importance of homework because:

- It encourages children to develop organisational skills and self- discipline (these skills are essential for Secondary school);
- It develops children's independent learning skills;
- It helps parents/ carers to see what children are learning in school;
- It personalises learning and develops children's self-motivation and self-confidence.

Therefore, we would appreciate your support in encouraging, and assisting, your child to complete their homework on time as set out in the Home/ school agreement.

To show that you have read and received this letter, please sign and return the form below to me as soon as possible.

If you have any questions feel free to make an appointment to speak to your child's class teacher or myself.

I look forward to your support with this matter and to continuing our successful home/school partnership.

Yours sincerely,

Mrs J Cavanagh

Deputy Head teacher

I understand that my child has homework to complete every week and I will ensure that they complete it ready to hand in on due dates.

Child's name: _____ Class _____

Signed _____ Date _____