Wimbledon Chase Primary School

Homework Policy

September 2026

At Wimbledon Chase Primary School, policies are designed to ensure that the child is at the centre of all our decision making. All staff are aware that whole school and class systems are established to ensure that every child is able to share and express their concerns in a safe and confidential manner. We constantly strive to ensure that all children know their worries and views will be taken seriously by all staff and that every child will be treated with respect.

Wimbledon Chase Primary School Homework Policy

Rationale

At our school, homework is used to **reinforce, not replace, classroom learning**. We believe homework should:

- Consolidate key skills taught in class
- Develop independent learning habits
- Encourage reading for pleasure
- Involve parents in a supportive (not instructional) role

We follow guidance informed by the Education Endowment Foundation, which highlights that **short, focused, and regular homework has greater impact than large, infrequent tasks**.

Research (including from the Education Endowment Foundation) shows that **quality beats quantity**. Effective homework should:

- Reinforce what's already been taught (not introduce new concepts)
- Be achievable without heavy parental teaching
- Be consistent
- Include reading as a core element across all years

Aims

Homework at our school aims to:

- Improve fluency in reading, spelling, and maths
- Build routines and responsibility
- Prepare pupils for the transition to secondary school
- Provide opportunities for practice and retrieval

Types of Homework

Core Homework (All Year Groups)

- **Reading:** Daily practice with adult support (KS1) or independently (KS2)
- **Spelling/Phonics:** Weekly focus linked to classroom teaching
- **Maths:** Fluency-based practice (e.g. number bonds, times tables, arithmetic)

Additional Homework (KS2)

- Short written English tasks
- Topic-based projects (optional or flexible deadlines)
- Revision activities (particularly Year 6)

Differentiation and Inclusion

Homework will be **adapted to meet the needs of all learners**:

Approaches to Differentiation

- **Same task, varied support:** e.g. scaffolded questions, word banks
- **Tiered tasks**
- **Choice-based homework:** allowing pupils to select level or format
- **Reduced quantity:** for pupils with SEND or additional needs
- **Pre-teaching or overlearning:** for pupils needing reinforcement

Pupils with SEND

- Tasks will be **adjusted in line with individual support plans**
- Emphasis on **confidence and achievable success**
- Alternative formats (oral, practical, digital) may be used

More Able Pupils

- Extension tasks focused on **depth, reasoning, and creativity** rather than volume

Marking and Feedback Expectations

Homework will be acknowledged consistently, but **marking workload will be proportionate and purposeful**.

General Principles

- Not all homework requires detailed written marking
- Feedback should be **timely and actionable**
- Whole-class feedback is encouraged where appropriate

By Type

- **Reading:** Monitored through reading records; verbal feedback where possible
- **Spelling:** Self-marked in class or quick teacher check
- **Maths:** Marked in class (self/peer) or sampled by teacher
- **Extended tasks:** Brief written or verbal feedback focusing on key strengths and next steps

Recognition

- Praise in class
- Rewards
- Celebration

Role of Parents and Carers

We value a **partnership approach** with families.

Parents are encouraged to:

- Listen to reading regularly
- Support routines and provide a quiet space where possible
- Encourage independence rather than completing work for the child
- Communicate any difficulties with homework

Parents are **not expected to teach new content**.

Communication

Homework will be clearly communicated through:

- Weekly homework sheets or digital platforms
- Clear instructions and examples
- Reasonable deadlines

Teachers will:

- Set homework on consistent days
- Avoid overload across subjects
- Be responsive to feedback from parents

Inclusion and Equity

We recognise that not all pupils have equal access to:

- Time
- Resources
- Adult support

To address this, we will:

- Provide opportunities to complete homework in school where needed
- Offer paper-based and digital options
- Ensure no pupil is disadvantaged for non-completion due to circumstances beyond their control

Non-Completion of Homework

Our approach is supportive, not punitive.

- Teachers will follow up to understand reasons
- Additional support or time may be provided
- Persistent issues will be discussed with parents

Monitoring and Review

This policy will be:

- Reviewed annually by senior leaders
- Informed by pupil, parent, and staff feedback
- Adapted in line with research and best practice

Key Principles Summary

- Little and often is best
- Reading is the priority across all years
- Homework should be accessible and meaningful
- Quality over quantity

Expectations by Year Group

Year Group	Typical Structure
Reception	Learning journals, Phonics, reading
Year 1- 2	Daily reading, phonics/spelling, optional maths
Year 3–4	Reading, spelling, Maths, occasional topic
Year 5–6	Reading, spelling, maths, English task, optional project

Core principle: Homework should be **manageable without stress** and fit within family life.

School Lead: Headteacher Caroline Gibbins

Linked Governor: Chair of Governors- Fiona Hunter

Date agreed: October 2026

Review date: October 2027