



SARUM HALL SCHOOL

HOMEWORK POLICY

Date:	September 2026
Next Review Due:	September 2027
Reviewed by:	Deputy Head (Academic & Innovation)

1. Purpose

This policy outlines the school's approach to homework and provides guidance for pupils, staff, and parents. Homework supports classroom learning by providing opportunities for practice, retrieval, application, and independent study.

The school recognises that homework should complement learning within school and help pupils develop the skills, habits, and attitudes required for lifelong learning.

2. Aims

The aims of homework at Sarum Hall School are to:

- Consolidate and reinforce learning that has taken place in lessons.
- Strengthen knowledge through regular retrieval and practice.
- Develop independence, organisation, and personal responsibility.
- Encourage pupils to take increasing ownership of their learning.
- Foster positive partnerships between home and school.
- Promote a lifelong enjoyment of reading.
- Prepare older pupils for the expectations of senior school and public examinations.

3. Roles and Responsibilities

Teachers	Pupils	Parents
Teachers are responsible for: • Setting purposeful and appropriate homework. • Ensuring homework supports curriculum objectives. • Providing suitable levels of support and challenge. • Monitoring completion and engagement. • Using homework outcomes to inform future teaching. • Communicating concerns regarding homework completion where necessary.	Pupils are expected to: • Complete homework to the best of their ability. • Submit homework on time. • Read regularly at home. • Seek support when they are unsure about a task. • Take responsibility for organising their homework and resources.	Parents are encouraged to: • Establish regular homework routines. • Provide a suitable environment for learning. • Encourage independence and perseverance. • Support regular reading at home. • Take an interest in their child's learning. • Communicate with teachers if difficulties arise.

4. Homework Expectations

Reading Expectations

Reading is an essential component of homework across the school. All pupils are expected to read each day at home. As a guide, pupils should read for at least 15/20 minutes to help develop fluency. Reading may include independent reading, reading with an adult, or shared

reading experiences. Parents are encouraged to support regular reading and discuss books with their children to help foster positive reading habits and a love of reading.

Early Years Foundation Stage

Homework focuses on the development of early reading, phonics, language, and number skills through short practical activities. Parents are encouraged to engage in regular reading and phonics practice with their child.

Key Stage 1 homework may include:

- Daily reading and phonics practice;
- Spelling activities, including Spelling Shed where appropriate;
- Handwriting practice using Letter-join;
- Grammar and punctuation activities;
- Mental arithmetic and basic mathematics fluency;
- Mathematical reasoning and problem-solving;
- Nessy Fingers touch-typing activities;
- Specialist subject projects, challenges, or enquiry questions.

Key Stage 2 homework may include:

- Daily reading;
- Spelling activities, including Spelling Shed;
- Grammar and punctuation activities;
- Mental arithmetic and mathematics fluency;
- Mathematical reasoning and problem-solving;
- Nessy Fingers touch-typing activities;
- Verbal and non-verbal reasoning activities in Upper Key Stage 2;
- Specialist subject projects, challenges, or enquiry questions;
- 11+ practice papers for Year 6.

Homework is primarily provided through Schofield & Sims workbooks, and approved online learning platforms.

Specialist Teachers

In addition to regular homework, specialist teachers may set an open-ended challenge or enquiry question each half term. These tasks encourage pupils to explore topics in greater depth, make connections in their learning, and demonstrate creativity, curiosity, and independence. Where appropriate, pupils may choose how they present their response, for example through writing, artwork, models, presentations, or digital media.

For pupils in Key Stage 2, specialist subject homework will be posted on Google Classroom. For pupils in Key Stage 1, specialist subject homework will be shared with the Form Teacher, who will communicate it to parents at the beginning of each half term.

5. Inclusion and Adaptive Practice

The school recognises that pupils learn at different rates and may require varying levels of support or challenge.

Homework will be adapted where appropriate to ensure that all pupils can access learning and make progress. This may include:

- Alternative levels of Schofield & Sims workbooks;
- Additional scaffolding or teacher guidance;
- Adapted tasks or reduced quantities of work;
- Extension activities and increased challenge;
- Alternative methods of recording or presenting work;
- The use of online platforms to provide personalised practice.

Pupils will generally work from materials aligned to their year group. However, teachers may allocate alternative resources or book levels where additional support or stretch is required. These decisions are informed by ongoing assessment, classroom performance, and individual pupil needs.

6. Feedback and Assessment

Homework is primarily intended to provide opportunities for practice, retrieval, and consolidation of learning. Detailed written marking is not expected. Homework may be used by teachers to support assessment, identify misconceptions, inform future teaching, and provide opportunities for pupils to reflect on their learning.

The majority of assessment and feedback takes place within lessons, where pupils receive guidance, support, and opportunities to address misconceptions through teaching, discussion, and practice.

Where appropriate, homework may be discussed, reviewed, self-marked, peer-marked, or referred to during lessons. Teachers may also use homework outcomes to identify pupils who require additional support or challenge.

7. Absence, Missing Homework and Holiday Homework

Absence

Unless there are exceptional circumstances, pupils who are absent due to short-term illness or religious observance will not be expected to complete missed homework during their absence. Upon returning to school, pupils will be supported to catch up on any missed learning.

Missing Homework

Teachers will monitor homework completion. Where homework is not completed, pupils will be reminded of expectations and supported in developing effective organisational habits. If homework is repeatedly not completed, parents will be contacted so that home and school can work together to support the pupil.

Holiday Homework

Pupils are expected to continue reading regularly during school holidays. Additional holiday homework may be set where it supports curriculum learning or preparation for future assessments. Pupils in Years 5 and 6 may be given English, Mathematics, Verbal Reasoning, or Non-Verbal Reasoning tasks at key points during the year to support preparation for senior school entrance examinations.

8. Monitoring, Evaluation and Review

The Deputy Head (Academic & Innovation) and subject leaders will monitor the implementation of this policy. It will be reviewed annually to ensure it remains effective, manageable, and aligned with the school's educational aims.

9. Linked Policies

- Curriculum Policy
- Assessment and Feedback Policy
- SEND Policy