University Schools Trust
A transformational education

Cyril Jackson School
Part of University Schools Trust
Inspiring Minds Through Opportunity

Homework Policy

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0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
2014/2015 June	All	Policy Reviewed
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1. Definitions

The "Trust" refers to the company known as the University Schools Trust, East London and all Trustees, Governors and Staff who work within it.

"The school" refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a 'school' may span one or several phases of education to the individual academies within the Trust. Depending on the context the term "School" may refer to a singular academy or to all of the academies within the Trust but as separate entities.

"Schools" have a legal duty to work in partnership with families and to involve all those with parental responsibility in their child's education.

2. Scope of the Policy and Aims

Cyril Jackson 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 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 independent study.
- 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.

3. Links to Legislation and Guidance Documents

3.1. Relevant Internal Documents

This policy should be read in conjunction with the following policies and documents:

- Marking and Feedback Policy
- Teaching and Learning Policy
- Home School Agreement

- Behaviour Policy
- SEND Policy
- Online Safety Policy
- Attendance Policy
- Assessment Policy
- English Policy
- Maths Policy
- Calculation Policy

3.2. Relevant External Documents

Relevant external documents to refer to are the:

- DfE (2025) Keeping Children Safe in Education (KCSIE)
- DfE Ways to Reduce Workload in Your School
- OFSTED School Monitoring Handbook

4. Roles and Responsibilities

4.1. The School Committee

The School Committee is responsible for:

- Monitoring the effectiveness of this policy.
- Reviewing this policy annually and making appropriate updates where required.
- Monitoring the inclusivity and accessibility of homework provision.

4.2. The Headteacher

The headteacher is responsible for:

- Monitoring the effectiveness of this policy.
- Reviewing this policy annually and making appropriate updates where required.
- Discussing with staff the extent to which this policy is being implemented.
- Meeting with parents, where appropriate, to discuss the impact of homework.
- Providing parents with clear information about homework expectations.
- Informing new parents about this policy.
- Monitoring the inclusivity and accessibility of homework provision.

4.3. Heads of Department

Heads of department are responsible for:

- Ensuring all members of staff within their department are aware of the school's Homework Policy.
- Monitoring the effectiveness of this policy within their department and reporting findings to the headteacher.
- Responding to queries from teaching staff regarding this policy and the school's homework practices.

4.4. Teachers

Teachers are responsible for:

- Planning and setting a regular programme of homework for pupils.
- Providing clear explanations of homework tasks and ensuring pupils understand what is required.
- Ensuring all homework is purposeful and linked directly to the curriculum.
- Setting homework that is appropriate to pupils' abilities and needs.
- Monitoring homework regularly and ensuring it is completed.
- Marking homework and providing appropriate feedback to pupils.
- Communicating with parents where concerns arise regarding homework.
- Being available to parents and pupils to discuss homework where required.
- Ensuring homework expectations are applied consistently across classes.
- Ensuring homework reflects equal opportunities and taking into account the needs of pupils with disabilities.
- Recognising and rewarding high-quality work and praising pupils who regularly complete homework.

4.5. Parents

Parents are responsible for:

- Supporting and encouraging their child in completing homework.
- Engaging with their child's homework and promoting a positive attitude towards it.
- Ensuring their child completes homework to an appropriate standard and within the required timeframe.
- Providing suitable conditions and resources to support homework completion.
- Informing teachers of any issues that arise and working with the school to identify appropriate solutions.
- Keeping the school informed of any changes in circumstances that may affect their child's learning or ability to complete homework.
- Encouraging their child to discuss homework and feedback from teachers.

4.6. Pupils

Pupils are responsible for:

- Taking responsibility for their own learning and submitting completed work within the required timeframe.
- Maintaining a positive attitude towards homework.
- Applying the same effort and care to homework as to classwork.
- Ensuring they understand the tasks set and seeking clarification where required.
- Ensuring they have the necessary materials to complete homework and bringing required books and equipment to and from school.
- Taking pride in the presentation and content of their homework and working to the best of their ability.

5. Homework

The school understands that setting, marking and providing feedback on homework is a large contributor to the workload of teachers; therefore, heads of departments and teachers ensure that homework is only set where it positively impacts pupils' progress.

Prior to homework being set, teachers consider the purpose of the task and its benefit to pupils' learning. Teachers reflect on questions such as:

"Why am I setting this homework?"

"How will this homework support the pupil's learning?"

Where the answers do not demonstrate a clear benefit to pupils' learning, teachers exercise their professional judgement when deciding whether the homework is necessary.

Homework expectations increase as pupils progress through the school.

Pupils receive homework on a weekly basis which is returned at the time and date specified by the class teacher.

Weekly homework tasks are designed to take approximately 45 minutes to 2 hours, depending on the age of the pupil.

Pupils use subject-specific homework books or homework folders to organise their work.

Homework is marked weekly and returned to pupils in their books.

Online platforms, including Rollama and Times Table Rock Stars (TTRS), are used to support spelling and times tables practice. These platforms allow pupils and parents to access homework tasks at home and provide instant feedback to support pupils' learning while reducing printing and the number of lost homework sheets.

If a teacher has a query, their head of department offers guidance and support regarding the school's procedures.

Teachers explain the school's approach to homework to parents during yearly parent workshops in September and remind parents in subsequent termly workshops.

Each term, year groups inform pupils of homework expectations.

Year group newsletters inform parents about the main topics and units of work being covered.

Parents are encouraged to discuss any errors with their child. If they have queries, they should arrange an appointment with the class teacher. Feedback from parents about their child's homework is welcomed by the school.

At the end of each term, pupils receive a holiday homework pack to complete and return to school the following term.

Teachers may occasionally set additional homework for the whole class where this is considered beneficial.

6. Homework Expectations by Phase

6.1. Foundation Stage (Nursery and Reception)

In the Foundation Stage there is an expectation that children read daily at home with an adult. Children bring home a story they have chosen from the library. Once children reach an appropriate stage of development, they bring home a reading book linked to their Read Write Inc learning and another levelled reading book.

Parents and carers are encouraged to use their child's reading diary to communicate their child's progress in reading to the class teacher.

The school encourages children to talk confidently about their families and home lives.

Mathematics is encouraged as part of everyday life. Parents and carers support counting, numeral recognition, shape recognition, calculation and measurement through games, songs, activities and discussion.

Children are given opportunities to count everyday objects such as fruit, pasta pieces or pencils.

Children in the Foundation Stage receive a booklet called "More to Maths than Counting", which contains practical ideas and activities to support children's mathematical learning at home.

6.2. Key Stage 1 (Years 1 and 2)

In Key Stage 1 the school builds on the learning practices established in the Foundation Stage and encourages parents and carers to continue supporting learning at home.

Pupils are expected to read daily for approximately 15 minutes.

Children are provided with:

- an appropriate reading book
- a Read Write Inc reading book
- a free choice book from the class or school library
- maths workbooks
- literacy workbooks

Children in Year 1 and Year 2 receive phonics activities, spelling tasks and mathematics activities on a daily or weekly basis.

Parents are encouraged to talk with their children about new topics before they are studied in school.

Pupils and parents are encouraged to use a range of resources, including the school library, local library and online research.

The school promotes the importance of spending time together through everyday activities such as cooking, painting and exploring the local area.

6.3. Key Stage 2 (Year 3 to Year 6)

Homework expectations increase as pupils progress through the school.

Homework activities may include:

- Daily reading (15–30 minutes)
- Reading for pleasure book using library
- Accelerated Reader (AR) books
- Spelling practice using Rollama
- Literacy activities including SPaG & sporty spelling
- Mathematics workbook activities
- Times tables practice using TTRS

Pupils are expected to complete homework independently.

At certain points in the year, homework may be used to support revision and consolidation of learning.

Topic-related homework may also be set. These tasks may involve research activities, investigations or creative projects such as model making.

7. Homework Organisation

Pupils use subject-specific homework books to organise their work.

Homework is set weekly and returned according to the deadline specified by the class teacher.

Homework tasks are designed to take approximately 45 minutes to 2 hours, depending on the age of the pupil.

Homework expectations increase gradually as pupils progress through the school.

8. Monitoring, Completion and Marking of Homework

Homework is acknowledged and may be marked or reviewed in class where appropriate to support learning.

Homework is marked in accordance with the school's Marking and Feedback Policy. Feedback may be provided through written comments, class discussion or verbal feedback.

Teachers keep records to monitor whether pupils are completing homework regularly.

Phase leaders monitor homework completion and consistency on a half-termly basis to ensure that appropriate support is provided for pupils who are experiencing difficulties.

Where homework is not completed on more than two consecutive occasions or on three separate occasions, parents may be contacted and support will be provided to help pupils catch up.

9. Homework Support

For pupils who require additional support, a weekly homework club is available.

Places are limited and allocated based on pupils' individual needs, including pupils with SEND.

10. Role of Parents and Carers

Parents and carers play an important role in supporting their child's education and engagement with homework.

Parents and carers are encouraged to:

- Provide a calm and quiet working space
- Support and encourage their child to complete homework
- Read regularly with their child
- Visit the library and promote reading for pleasure
- Talk with their child about their learning and homework tasks
- Encourage a positive attitude towards homework
- Parents and carers are encouraged to record comments in their child's reading diary to support communication between home and school.
- If parents have questions about homework, they should contact their child's class teacher.

11. Absences

If a pupil is absent from school due to illness or medical reasons, the school will not supply work for these periods as pupils should be well enough to undertake any work supplied.

There may be exceptions to the above and the class teacher will decide whether homework should be set on a case-by-case basis.

If a pupil is absent for a prolonged period, the teacher and parents will agree what work should be completed and the level of support required.

Catch-up support will be provided to help pupils return to learning.

Absences where homework is set and due will be managed in accordance with the school's Attendance and Absence Policy.

12. Pupils Who Fail to Complete Homework

All pupils are expected to complete homework within the required timeframe.

Teachers maintain records of homework completion.

Where pupils fail to complete homework, teachers will contact parents to establish the reason.

Teachers will support pupils who are experiencing difficulty completing homework and raise concerns with the headteacher and/or parents where appropriate.

Persistent refusal to complete homework will be managed in accordance with the school's Behaviour Policy.

13. Pupils with SEND

A balanced approach to homework is adopted for pupils with SEND, in consultation with parents and the SENCO.

Where appropriate, adjusted or differentiated tasks will be set in line with pupils' individual education plans.

While pupils with SEND may benefit from differentiated tasks, they will also complete standard homework where possible.

Pupils with SEND will be supported in accordance with the school's SEND Policy.

14. Equal Opportunities

The school is committed to providing equal opportunities for all pupils.

The school ensures that all pupils have access to learning opportunities regardless of gender, sex, disability, sexual orientation, ethnicity or social, cultural or religious background.

All pupils have equal and inclusive access to the curriculum regardless of gender, race, disability or ability.