



MOSAIC
LEARNING TRUST
Raising Aspirations,
Empowering Futures

HOMEWORK POLICY



Reviewed by:	Local Governing Body
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1. Introduction

Homework is an important part of a child's education, and can add and consolidate a child's learning, whilst helping our parents/carers to understand what their child is learning in school.

We see homework as an important example of co-operation between school and parents/carers. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire the skill of independent learning whilst preparing them for the next stage of their education (high school ready).

Homework plays a positive role in raising a child's level of attainment and attitudes to learning. However, we also acknowledge the important role of play, extra-curricular activities and free time in a child's growth and development.

2. Types of Homework

Staff and pupils regard homework as an integral part of the curriculum – it is planned and prepared alongside all other programmes of learning. It is expected that homework will be set each week, on a Friday, to be completed then handed in on a Wednesday.

Early Years Expectations

Phonics – children in EY will take home a Supersonic Phonics Friends parent/carer learning leaflet with activities to support introducing the children to the next week's 'spelling for the sound' (GPC).

Reading – pupils are expected at least three times a week (parents to note this in their child's reading record). This can be a mix of their assigned home reader (which matches their phonics knowledge) and/or other reading materials for pleasure.

Maths - Times Tables Rock Stars Number Bots activities when appropriate.

Reception Home Learning Tasks – linked to their focus text and Prime and Specific Areas.

KS1 Expectations

Phonics – children in KS1 will take home a Supersonic Phonics Friends parent/carer learning leaflet with activities to support introducing the children to the next week's 'spelling for the sound' (GPC).

Reading – pupils are expected at least three times a week (parents to note this in their child's reading record). This can be a mix of their assigned home reader (which matches their phonics knowledge) and/or other reading materials for pleasure.

Maths - Times Tables Rock Stars or other times tables activities.

Spelling – children will take home spelling lists to practise. In KS1, these spelling lists link to their weekly phonics. Children in Year 2 will also have access to Spelling Shed to practise their weekly spellings using online games or they can practise their spellings through other activities.

SPaG - pupils take home a weekly SPaG mat in a homework book to practise and revisit previously taught grammar and punctuation objectives.

KS2 Expectations

Reading – pupils are expected at least three times a week (parents or child to note this in the child's reading record). This can be a mix of their assigned home reader and/or other reading materials for pleasure.

Maths - Times Tables Rock Stars or other times tables activities.

Spelling - children will take home spelling lists to practise. Children in KS2 will also have access to Spelling Shed to practise their weekly spellings using online games or they can practise their spellings through other activities.

SPaG – children have access to the platform Learning by Questions where their class teacher sets weekly tasks for them to revisit previously taught objectives.

Year 6 complete weekly CGP SATs related tasks to support their preparation for the end of KS2 assessments.

Whole School Expectations

Termly projects may also be set each term which link to the children's overarching curriculum themes or other aspects of the school e.g. Faiths and Religions. These projects will be celebrated and displayed across school.

3. Inclusion and Homework

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way.

4. The Role of Parents and Carers

Parents and carers have a vital role to play in their child's education, and homework is an important part of this process. We ask parents and carers to encourage their child to complete the homework tasks that are set. We invite them to help their children as and when they feel it to be necessary and to provide them with the sort of environment that allows children to do their best. Parents and carers can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

If homework is not completed, and this has not been communicated to the teacher as to why from parents/carers, each child will be supported to complete the work in school. If the situation is not resolved, parents/carers will be asked to see the class teacher.

5. Use of ICT (Information Communication Technology)

A copy of the school's E-Safety Policy is available from the school office and may also be found on the school website. The child's safety is paramount in all matters regarding use of the internet and we advise parents and carers to always supervise their child's access to the internet.

6. Monitoring and Review

Our Homework Policy is monitored and reviewed annually by the Senior Leadership Team in consultation with teaching staff and our School Ambassadors (pupils).

Reviewed: March 2026

Reviewed by: Mrs R Baxter (Principal Deputy Headteacher) and Mrs A Munro (Deputy Headteacher)

Next review date: September 2027