6 Arran Schools Homework Policy

Rationale

Homework should support and reinforce learning that has already been introduced in class. It should provide opportunities for children to practise key skills, develop independence and responsibility, and encourage discussion about learning between home and school.

Parents supporting their child's learning is valuable to their overall attainment, however parents simply supervising homework is not what produces this benefit. Homework should aim to provide opportunities for children and parents to engage in learning together.

We recognise that many pupils participate in a range of extracurricular activities and family commitments. Homework expectations should therefore be manageable, purposeful and focused on activities that have the greatest impact on learning.

Homework Structure

1. Homework Grids

Each class will provide a Homework Grid each term.
The grid will contain:

Must Do Activities

- Regular reading
- Phonics and sounds activities (Early Level)
- Spelling activities linked to taught learning (First and Second Level)
- Numeracy activities which consolidate learning from class

Optional Extras

- Creative or topic-based activities linked to class learning
- Opportunities for children to explore personal interests and share learning with others

2. Reading

Reading should form the core element of homework at all stages.
School recommended daily reading targets are:

- Early Level: 10–15 minutes per day (including sharing stories with an adult)
- First Level: 15–20 minutes per day
- Second Level: 20–30 minutes per day

Reading records should be used consistently across the school and signed regularly by parents/carers.

3. Literacy

Where spelling homework is provided, it should:

- Be linked directly to previously taught learning
- Contain only sounds, words or patterns which have already been taught in class
- Focus on consolidation rather than introducing new learning

4. Numeracy

Numeracy homework should:

- Reinforce learning that has already taken place in class
- Focus on developing fluency, confidence and recall
- Be differentiated where appropriate to meet learners' needs

Quality Expectations

Homework should:

- Have a clear learning purpose
- Be achievable independently or with minimal support
- Be clearly explained to pupils and parents/carers
- Be age and stage appropriate
- Promote positive attitudes towards learning
- Where possible, link to pupil targets and next steps in learning

Homework should not be set simply to provide additional work.

Digital Platforms

Digital tools such as Seesaw and Sumdog may be used to support homework.
Teachers should:

- Share access information with families at the start of the year
- Ensure alternatives are available where technology access may be a barrier
- Consider appropriate levels of screen time when planning activities

Feedback and Completion

Homework is encouraged but is not mandatory.
No sanctions or consequences should be attached to homework that is not completed.
Teachers are not required to mark all homework. Feedback should be provided where it is beneficial to learning and progress.

Project-Based Learning

One optional project-based homework opportunity may be offered during the school year, where appropriate to class planning.
Additional project or interdisciplinary learning tasks may be offered at the teacher's discretion.

Supporting Consistency

A shared Homework Resource Bank will be developed on Teams. This may include:

- Homework grid templates
- Seesaw templates
- Family discussion prompts and "Dinner Table Discussion" activities

This resource bank should be used to support consistency while allowing professional judgement and flexibility to meet the needs of individual classes and learners. Please add to this folder with any resources that may be shared across schools.