



Homework Policy

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Linked Policies: Curriculum Policy	

Our Christian vision

Built on the rock of Christian faith, we work as a community to create an environment which enables all to flourish. Jesus welcomed all and we embrace diversity, celebrating our different gifts and successes. Like St Peter, we are motivated by our values, learn from our mistakes and strive for the best outcome for everyone.

Introduction and Aims

The aim of this policy is to define what we interpret as homework, ensuring consistency and to set expectations for staff, parents and children.

We define homework as any learning activity that pupils undertake outside of school time, either on their own or with the support of family members. We have a strong commitment to parental involvement and see homework as one way of developing this partnership.

Whilst home learning is an important part of a child's education, and can add much to a child's development, we also acknowledge the important role of play and free time in a child's growth and development. While home learning is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. Equally, when deciding on homework provision, we are mindful that homework should not add unnecessarily to a teacher's workload.

The Rationale for Giving Homework

Why give homework?

- To give the children more opportunity to practice key skills such as reading, spelling and times tables. Research shows that frequent, small bursts of practice have the biggest impact and therefore these skills can be strengthened by setting them as homework.

- To help embed in-school learning into the long term memory.
- To give the children more responsibility over their own learning.
- To foster good habits of organisation, independence and self-discipline in preparation for secondary school.
- To support the attitude that learning is not confined to the classroom but that it is an open-ended and life-long activity.
- To improve the links between home and school, providing parents with opportunities both to support their children as they learn and to become more closely involved in that process.

Effective Homework

When developing this policy, the latest research on the effectiveness of homework has been taken into consideration. This research shows that the most effective homework links to tasks learned at school. For primary aged children, homework that has the most impact is reading and practice of key skills such as spellings and times tables/number facts and our policy reflects this. Reading is our main priority for homework throughout the school as this is what research shows is linked to increased overall attainment and future success.

Homework at our School

Our homework policy acknowledges that family time at home is special and families face many demands on this time. Therefore, whilst we strongly support the benefits of homework, we are careful to ensure that homework does not dominate home or school life. The activities that we set are designed to be short and easily achievable for our families. We celebrate homework success and motivate the children to want to succeed with this. For children who find completing homework difficult for varying reasons, we aim to support them in being able to practice these key skills at school. We never shame or penalise children for not completing homework.

Homework Expectations

In Foundation and KS1 homework prioritises phonics/reading. As children progress, spelling and maths tasks may also be set, but throughout the school, reading remains the priority.

In Lower KS2, in addition to daily reading, children will also be given spellings and times tables to practise. Short, frequent sessions are encouraged. Weekly English or maths tasks may also be given to help consolidate learning in class.

In Upper KS2, daily reading and practising spellings and times tables remain the key homework. An English and maths task will also be given.

Weekly tasks will be set on the same day each week and expected back a week later. As in school, children are encouraged to mark their own work so that they can assess their progress and if necessary, try again and correct any mistakes. If they have any difficulties, these should be raised with the class teacher. Class teachers will review homework to celebrate success and address misconceptions.

Discreet homework registers are kept and if a child consistently fails to complete and return tasks, this is discussed with the child and their parents.

Children are set a variety of homework activities. The table below is a guide as to what is expected.

Year Group	Homework tasks
Foundation	• Daily Reading • Phonics
Year 1/2	• Daily Reading • Phonics/Spelling • Maths - key number facts
Year 3/4	• Daily Reading • Spelling Practice • Maths – times table practice • Weekly maths or English task
Year 5/6	• Daily Reading • Spelling practice • Times table practice • Weekly English task and maths task
Additional home learning covering other curriculum areas may also be set.	

Inclusion and Homework

Some children may require adapted homework to make it accessible. Where this is the case, the class teacher will discuss it with parents.

Additional Homework Opportunities

Some parents and children may be keen for more learning at home and there are numerous resources available online. Our website contains details of websites that support homework and class teachers will be able to direct parents and children to appropriate material.

Homework During School Holidays

We strongly encourage parents to continue supporting their child with daily reading during the school holidays. Further home learning will not normally be set although children may be given optional tasks to complete.

Homework for Pupils who are Absent

If pupils are absent due to illness they are not expected to undertake homework. Where a medical condition, e.g. a broken limb, prevents a child attending school, but they are well enough to complete work, home learning may be provided. This will be discussed on an individual basis with class teacher and parent. If children are absent due to unauthorised holiday, it is encouraged that they complete any homework, but class work missed will not be provided.

The Role of Parents

We ask all parents to support their child by practising their reading with them every night and also reading to them. As children get older, children may sometimes prefer to read to themselves, but parental encouragement is key and it is still important to listen to children reading aloud and share books with them. We ask parents to encourage their child to complete the home learning set to a high standard and to ensure that it is handed in on time. We invite them to help their children as and when they feel it to be necessary and to provide them with a suitable environment. Parents can support their child by providing a good learning space at home, by enabling their child to visit the library regularly, and by discussing their child's learning and the activity set. If parents have any questions about home learning, they should, in the first instance, contact the child's class teacher. The views of parents regarding home learning are also sought through parental questionnaires and during the school's Ofsted inspection.

Online Devices and the Internet

As school we subscribe to educational software, such as Times Table Rockstars, Numbots and Google Classrooms, to support home learning. Where they are used, logins will be shared with parents. It is parents responsibility to sure that their child's online use is monitored so that they remain safe online.

Monitoring and Review

The designated Committee of the Governing Body monitors this policy every two years. This Committee reports its findings and recommendations to the full Governing Body, as necessary, if the Policy needs modification.