

PERSON RESPONSIBLE: HEAD TEACHER

Rationale

Homework enhances learning, improves achievement and develops students' independence and study skills and as such is an integral part of the curriculum. It contains an element of independent study in that it is not usually directly supervised by a teacher. The Education Endowment Foundation (EEF) has collated all research conducted in education on homework and suggests homework to be an effective tool in ensuring students make progress throughout their education. Homework is best served when it allows children to retrieve and practise the skills they have been taught. The strong evidence around the impact of retrieval practice is considered when choosing tasks and activities for homework. Tasks may also be chosen to support the wider curriculum and the children's ability to talk about their learning outside of school.

Aims

We continually strive to achieve our Vision Statement, "Learning Together, Preparing for Life," by aiming

- To ensure that parents are clear about what their child is expected to do.
- To ensure consistency of approach throughout the school.
- To consolidate and extend work covered in class or prepare for new learning activities.
- To practise or consolidate basic skills and knowledge, especially in Maths and English.
- To develop research skills.
- To improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
- To provide opportunities for parents, children and the school to work together in partnership in relation to children's learning.
- To encourage pupils and their parents to share and enjoy learning experiences.
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently.
- To prepare Year 4 pupils for the transfer to Middle School.

Minimum Expectations

Below are the minimum expectations with regard to homework. This is the minimum amount we would expect of all children and staff are perfectly happy with children who satisfy these expectations.

Year R

Reading their "I can" book to parents – 4 times / week for 5 – 10 minutes – recorded in Reading Record

Year 1

Reading their "I can" book to parents – at least 4 times / week for 5 – 10 minutes - recorded in Reading Record

One homework task / week (English, Maths or Topic related) for 15 minutes either written or on Seesaw.

Year 2

Reading to parents – at least 4 times / week for 5 - 10 minutes – recorded in Reading Record

One set of number bonds or times-table to learn each week

One homework task / week (English, Maths or Topic related) for 20 minutes

Year 3

Reading, preferably to parents but, otherwise, on their own – at least 4 times / week for 10 - 15 minutes – recorded in Reading Record

One set of number bonds or times table to learn each week

One Maths homework task / week for 20 - 30 minutes each either written or on Seesaw.

One English or Topic related homework task for 20 – 30 minutes / week either written or on Seesaw.

Year 4

Reading, preferably to parents but, otherwise, on their own – at least 4 times / week for 10 - 15 minutes - recorded in Reading Record

One times table to learn each week

One Maths homework task / week for 20 - 30 minutes each either written or on Seesaw

One English or Topic related homework task for 20 – 30 minutes / week either written or on Seesaw

Reading

Whether a child reads for the minimum or maximum time with parents will depend on how much they are enjoying the experience, which will also be related to the level of difficulty of the passage being read. We would not want this experience to be an ordeal for the child or the parents and, if it becomes so too regularly, parents should stop the session and arrange to discuss this problem with their child's class teacher.

In Years 3 and 4, some children are happy to read on their own and staff are happy for them to self-record in their own Reading Records. However, we do expect parents to initial this each time to provide validation. It is also important

that parents still listen to their children read occasionally in Years 3 and 4 as, although most children can de-code well enough to read fluently at this stage, parents could still support children with aspects such as comprehension, inference and understanding of specific vocabulary.

Projects

Occasionally, children will be asked to complete a project related to a topic they have been studying in school. Such projects will replace a set number of standard homework blocks and the minimum expectation is that the completed project is representative of the amount of time allocated. For example, Year 3 might set a project to cover two blocks of homework (each of 30 minutes) before a half term holiday and one homework after a half term holiday. In this case, the homework should represent at least 1 ½ hours of effort for each pupil. Children can complete the projects in a very simple style or they can be as creative as they wish.

Some children prefer to organise themselves so that they do not have to do homework over a half term holiday. Other children, and their families, prefer to do something related to the project over the half term holiday and complete it then. This is purely down to each individual pupil and is an issue of personal organisation, which is an important life skill in itself. However, the allocated homework blocks should provide enough time to complete a project so that there is no expectation that children should have to work through a holiday. Staff are very happy to accept work which represents the minimum expectations for a pupil, but we will not discourage children and parents who wish to spend longer on such tasks.

It is our aim to produce motivated, enthusiastic, independent and confident learners and, if children are choosing to spend longer on such homework tasks than they have to, it would suggest that they are enjoying this style of learning and that we are, therefore, achieving our aim.

Online platforms

The school pays for access to a number of learning platforms and children are provided with individual logins at the beginning of the school year. Occasionally, homework may be set on these platforms; however, the children are free to access these resources, such as Times Table Rockstars or Numbots, more frequently.

Optional Homework tasks

Additionally, children in all year groups are sometimes set "Optional Homework." This provides children with the chance to extend their learning further but is not compulsory and staff will always make this clear when setting such homework.

Online activities such as "Education City," "Times Table Rock Stars," "Maths Frame," "Phonics Play," etc. also provide children with the chance to consolidate and extend their learning at home. Children can access these platforms as often as they like to help support their fluency and recall.

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We use Seesaw as a platform to set homework and provide feedback. All families are provided with an individual login at the beginning of the academic year. The platform also provides photos of activities taken place during the school day for families to discuss at home.

Responsibilities

The role of the Class Teacher is:

1. To set homework at an appropriate level for each child.
2. To provide the resources for homework where necessary.
3. To give full and comprehensive instructions.
4. To set clear deadlines for completed work and ensure that they are met.
5. To ensure that pupils get feedback on homework
6. To provide help and support to ensure students can complete tasks.
7. To engage with parents should any problems arise.
8. To inform Senior Leaders, as appropriate, when problems arise.

The role of the pupil is:

1. To listen to homework instructions in class.
2. To ask the teacher for assistance prior to the deadline if there are any issues with the homework, especially if they are unsure of what to do.
3. To ensure that homework is completed and handed in to meet the deadline.
4. To attempt all work and give their best.

The role of Senior Leaders is:

1. To seek to enhance the quality of homework set.
2. To monitor and evaluate the homework policy including:
 - a. That appropriate homework is set, according to the expectations of this policy.
 - b. Ensuring that rewards for successful completion of homework are in line with this policy.
 - c. Ensuring that consequences for unsatisfactory work / non-completion of work are in line with the School's Behaviour policy.

The role of the Parent / Carer is crucial if a student is to gain success from homework. Parents / Carers are expected to:

1. Reinforce its value through positive feedback
2. Encourage their children to complete homework tasks and attempt to give them the confidence to persevere, work hard and achieve high standards.
3. Provide children with an appropriate, quiet place to work.
4. Checking the time spent on individual tasks.

5. Checking presentation and content of all homework being returned to school.
6. Providing the class teacher with information about any problems experienced by their child during the homework task. In the first instance, this should be done through the Communication Book.

Rewards and Consequences

We aim to develop good learning habits and greater independence in relation to homework as children move through the school. We also want to prepare them for life by helping them to understand that the more you put into something, the greater the rewards.

For example, in an attempt to encourage regular reading at home, rewards may be offered, at the end of a half term or term, to those children who read regularly and have this recorded in their Reading Record Book.

Sanctions will never be applied to children who have not read regularly at home or who have not performed well in spelling, number bonds or times tables tests. Class Teachers will arrange to speak with parents to discuss this if this becomes a common occurrence. If a child doesn't receive a reward because they have not met the criteria for receiving it, this should not be confused with a sanction.

Homework Tasks – set for English, Maths, Topic

We expect to receive homework that is in line with what we expect individual pupils to produce in School. We try to develop a good work ethos and will, sensitively, praise children in class, including moving children up the Class Zone Board, especially for good effort. House Tokens, Stickers, etc. may also be provided.

Where appropriate, homework may also be included in display work.

For exceptional effort, children may be asked to show their work to Senior Leaders, who will also provide, for example, "Head Teacher's Award" stickers. Pupils may also be given a Merit Certificate at Weekly Celebration Assemblies.

It is an expectation that all pupils WILL complete the homework tasks set for them.

If a homework task is not completed, teachers should initially ensure the pupil has been provided with an appropriate task. If this is the case and the pupil has not completed the task:

- a) Teachers will expect to receive a good reason as to why the homework has not been done. Staff may then set a new deadline for when the task is now due to be returned.
- b) If a good reason is not provided, the pupil's name may be moved down the Zone Board and the pupil may be required to complete the homework task during break or lunch time. However, we will always take into consideration, the individual circumstances of the child.
- c) If a pupil repeatedly fails to hand in homework, a meeting will be called with parents to discuss the issue.

- d) Should a child continually not provide homework and, despite additional support and conversations with parents, there is no improvement, we reserve the right to deal with this through the School's Behaviour Policy, which could result in further rewards being denied / additional consequences applied.

This policy was approved by the full Governing Body on

This policy will be reviewed in October 2026

Governor responsible: Kelly Joynes