



Homework Policy

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Statement of intent

William Reynolds Primary School and Nursery 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.

Aims

This policy aims to:

- Develop an effective partnership between the school and parents/carers.
- Develop a consistent approach to homework throughout the school.
- Make sure that teaching staff, parents, carers and pupils are aware of their responsibilities with regards to homework.
- Ensure that parents and carers 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.

Homework Guidelines for Primary Schools

Reception	No recommendation
Years 1 and 2	1 hour per week
Years 3 and 4	1.5 hours per week
Years 5 and 6	2.5 hours per week

1. Legal framework

This policy has due regard to all relevant statutory and good practice guidance including, but not limited to, the following:

- DfE (2019) 'Ways to reduce workload in your school(s)'
- Ofsted (2022) 'School inspection handbook'
- Ofsted (2022) 'School monitoring handbook'

2. Responsibilities

The headteacher and governing board are responsible for:

- Frequently checking the policy's compliance with statutory and good practice requirements.
- Monitoring the effectiveness of this policy.
- Reviewing the policy every two years and making appropriate updates as required.
- Discussing with staff the extent to which this policy is being implemented.
- Meeting with parents and carers as appropriate.
- Providing parents and carers with information about homework.
- Informing new parents and carers about the Homework Policy.
- Ensuring the policy is consistently implemented across school.
- Provide opportunities for homework completion in school wraparound school provision.

Teachers are responsible for:

- Setting up a regular programme of homework for pupils.
- Providing an explanation of homework tasks and ensuring that all pupils understand what they have to do.
- Ensuring all homework is purposeful and links directly to the curriculum.

- Setting homework that is appropriate to pupils' abilities.
- Monitoring homework regularly and making sure pupils are completing it.
- Communicating with parents and carers if there is a problem regarding homework.
- Setting homework that is consistent across classes.
- Rewarding quality work and praising pupils who regularly complete homework.

Parents are responsible for:

- Supporting and encouraging their child with regards to completing homework.
- Showing their child that they value homework and support the school by explaining to their child how homework will help them with their learning.
- Becoming involved in their child's homework by providing help, if required and encouraging their child to have a positive attitude towards it.
- Making sure that their child completes homework to a high standard and brings it back to school on time.
- Providing suitable conditions and resources for their child to complete homework.
- Praising their child and celebrating achievements with regards to their homework.
- Informing teachers of any issues that may arise and co-operating with the school to find a solution.
- Keeping the school informed of any change in circumstances which may affect their child's learning and ability to complete homework effectively.

Pupils are responsible for:

- Taking responsibility for their own learning and bringing homework back into school on time.
- Having a positive approach towards homework.
- Putting the same effort into homework as class work.
- Making sure they understand the tasks that have been set.
- Ensuring that they have everything they need to complete homework each week.
- Taking pride in the presentation and content of their homework and performing to the best of their abilities.
- To take on board any feedback about homework.

3. Our approach to homework

Pupils are provided with a Home School Diary and mathematics workbooks to complete their homework in. This diary maintains a regular dialogue between home and school, where both parents/carers and teachers can record comments. Parents may comment upon:

- how well their child did with the activities
- observations such as did the child find the task manageable, challenging and/or interesting.

Pupils receive homework on a weekly basis. Homework is set every Monday and returned to school every Friday.

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

The amount of homework set for pupils increases as they progress through their education. Teachers may occasionally set extra homework for the whole class if they deem it beneficial.

Type of Homework	Homework in Reception and KS1
Reading	<p>Parents will be informed of the theme that pupils are learning in school each half term.</p> <p>Starting in the Autumn term and continuing all year, the main emphasis is on reading at home.</p> <p>This should be done in two ways:</p> <ol style="list-style-type: none">1. Adults reading to children <p>Parents are encouraged to share the reading for pleasure book that their child brings home so they can get used to print and stories. Parents should encourage their child to point to words as they are being read. Discussion about the books is also important.</p> <ol style="list-style-type: none">2. Children reading to an adult <p>When they are ready to, children will start bringing decodable books home to read to an adult. Again, encouraging your child to point to the words as they are being read is important. Discussing the story and the characters and asking questions about the book will help with your child's understanding of language.</p> <p>Reading on a regular basis is vital. Children will bring their reading books home every evening, and the role of the adult is to listen and support</p>

	<p>them. It is important to remind them to use different strategies to read new words i.e, using their phonics knowledge to sound words out, looking at the pictures and looking for words within words, are ways in which the child can read an unknown word. Just as important, is discussing the book to check that the child has understood what they have read.</p> <p>We ask parents to complete the reading log on a weekly basis which has a focus they can discuss with their child and comment on.</p>
<p>Letter formation</p>	<p>We use the Read Write Inc Handwriting scheme. The class teacher will provide parents/carers with a sheet to support children with letter formation. This shows where to start and finish when forming each letter and what each letter should look like. Giving children the opportunity to practise forming letters and also developing drawing skills with a variety of different tools will give them valuable practice. The important thing is to watch them and correct any mistakes sensitively, so they don't fall into bad habits.</p>
<p>Phonics and common exception words</p>	<p>Children learn to read common exception words. After the children have been introduced to the common exception words in each phase parents/carers will be sent a list of the words to learn. Regularly practising reading them, looking out for the words in reading books and playing games with them, will really benefit your child.</p> <p>Children will have daily phonics lessons throughout Reception and Key Stage 1, which will also include ways that children can build up a secure sight vocabulary. It is vital that children build up a bank of words which they can read and spell on sight. Children will bring home some words each week for them to read, write and learn. Parents can help children to learn these, by practicing them regularly.</p> <p>Every Monday there will be a new list for children to learn. Children need to:</p> <ul style="list-style-type: none"> ▪ Look at the word ▪ Say it out loud ▪ Cover and write the word ▪ Check that they have completed it correctly.
<p>Mathematics</p>	<p>Children will be given homework to develop important numeracy skills. Parents can support their child by giving them lots of opportunities to practise these skills.</p>

In Year 1 and 2, Children will be given a maths book to complete daily/weekly tasks. This will go home on a Monday and will need to back in school on a Friday.



Children can practice reading using Oxford Owl - the login will be on the inside cover of the home school diary.



Children can access online learning using Purple Mash - the login will be on the inside cover of the home school diary.



Children can develop their understanding of number using Numbots. They can also develop their times tables knowledge using Timestables Rockstars - the login is the same for both programmes and will be on the inside cover of the home school diary.

KS1 mathematics websites

<https://www.topmarks.co.uk>

<http://www.ictgames.com/resources.html>

<http://mathszone.co.uk/>

<http://www.bbc.co.uk/bitesize/ks1/maths/>

<https://www.bbc.co.uk/cbeebies/topics/numeracy>

Online
Resources

Type of Homework	Homework in KS2
Reading	<p>Children may read to an adult, with an adult or read to themselves, in the presence of an adult. The story and characters should be talked about and new words discussed.</p> <p>Older children need a clear understanding of the text that will sometimes go beyond the literal meaning.</p> <p>Children will read texts that are more detailed and will take longer to read. They should be encouraged to read all types of texts including non-fiction.</p> <p>Parents and carers should continue to complete the section for parents on their child's reading log to show that they have read to an adult or had a discussion about the book. There is a focus each week for the adult and child to base their discussions around.</p>
Spelling	<p>There is a clear spelling program that teachers follow in school. This can be seen on the school website. It is vital that children continue to build up a bank of words which they can read and spell on sight (the 100 words for their phase).</p> <p>Children will bring home some words each week for them to read, write and learn. Parents can help children to learn these, by practicing them regularly and often.</p> <p>Every Monday there will be a new list for children to learn. Children need to:</p> <ul style="list-style-type: none"> • Look at the word • Say it out loud • Cover and write the word • Check that they have completed it correctly and correct if need be
Literacy	<p>This will be based around what the children will be learning in class. The work could be based on spelling, grammar or punctuation. They may be asked to read something and answer questions. Sometimes the task will be a piece of writing.</p>
Mathematics	<p>This will be based around what the children will be learning in class. The work could be linked to lessons on shape, measures or handling data. Lots of the activities will be based around number work. Children will be</p>

	<p>asked to make sure they know their tables from 2 to 12. They should be able to recite them and answer mixed questions using rapid recall.</p> <p>In Year 3, 4, 5 and 6, Children will be given a maths book to complete daily/weekly tasks. This will go home on a Monday and will need to back in school on a Friday.</p>
<p>Other Curriculum Areas</p>	<p>Work could be linked to any other curriculum area, Science, Geography, History and so on. It could take many forms: preparing a talk, completing a piece of research or conducting an interview. The nature of this work may be more open ended than in other areas.</p>
<p>Online Resources</p>	<div data-bbox="810 723 970 891" data-label="Image"> </div> <p>Children can practice reading using Bug Club - the login will be on the inside cover of the home school diary.</p> <div data-bbox="785 1014 1002 1167" data-label="Image"> </div> <p>Children can access online learning using Purple Mash - the login will be on the inside cover of the home school diary.</p> <div data-bbox="761 1294 1026 1507" data-label="Image"> </div> <p>Children can develop their times tables knowledge using Timestables Rockstars - the login will be on the inside cover of the home school diary.</p> <p>KS2 mathematics websites</p> <p>https://www.bbc.com/bitesize/subjects/z826n39</p> <p>http://www.transum.org/Software/SW/Flash_Tables/</p> <p>https://www.topmarks.co.uk/maths-games/7-11-years/times-tables</p> <p>https://mathsframe.co.uk/</p> <p>http://mathszone.co.uk/</p> <p>http://snappymaths.com/</p>

4. Absences

Usually if a pupil is absent from school due to illness or medical reasons, the school will not give homework for these periods.

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

If a pupil is absent for a long period of time, the teacher and the parents of the pupil will agree on what should be done and how much help should be provided.

5. Pupils who do not complete homework

All pupils are expected to complete homework by Friday each week.

Parents or carers of pupils who have been unable to complete homework, should provide the class teacher with a note or contact the class teacher to explain why the homework has not been completed on the day the homework was due to be returned to school.

Teachers keep records of pupils completing homework which are regularly checked.

If homework is not completed, the pupil will lose some of their 'Golden Time' on a Friday afternoon and will complete the homework during this time. Teachers will use their discretion to support those pupils who find it difficult to work at home on a regular basis within school - during the week.

6. Feedback

Feedback will be provided in a variety of ways and is dependent upon the type of homework given. At school this can be done through:

- class/group discussion
- tests, e.g. times tables and spelling
- individual comments by the teacher
- review in small groups.
- class teacher or teaching assistant marking.

In class systems are in place to celebrate the work of pupils so that they are motivated to complete the homework set.

Where homework is done together with adults, pupils will receive immediate feedback on what they are doing. At home, this can be done by parents and carers.

7. Pupils with SEND

Setting the right type and amount of homework for children with special educational needs is important. We feel that these children should do similar to other children, wherever possible.

Tasks set should have a clear focus and provide opportunities for pupils with special educational needs to succeed.

8. Equal Opportunities

The school is committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity and social, cultural or religious background.

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

9. Monitoring and review

This policy is reviewed every two years.

The scheduled review date for this policy is March 2025.

A sample of home/school diaries from each class will be collected in to check for:

- compliance with the school policy,
- quality of the homework set,
- strength of support from parents and carers.