

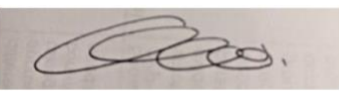


# Homework Policy

Policy Adopted: Spring 2022

Signed 

**Ms. A. Parker, Executive Headteacher**

Signed 

**Mrs T. Wakefield, Chair of Teaching & Learning & Wellbeing Committee**

## 1. Rationale

1.1 The purpose of homework is to develop effective partnerships in children's learning between home and school; to consolidate and reinforce skills and understanding; to extend school learning to develop a creative, learning culture/ethos and to encourage older pupils to be self-motivated and disciplined in their study.

### 1.2 Homework tasks are planned for alongside weekly planning to ensure that there is progression in learning.

Tasks are the same across the year group and are differentiated to provide appropriate challenge. Homework tasks are explained thoroughly to children in class before they come home. Children are encouraged to come back to their teachers for additional guidance before the homework hand in date if this is necessary.

### 1.3 Feedback on homework is meaningful and prompt.

Homework is marked promptly, with next steps offered where this is appropriate. Homework tasks may feed into classwork and feedback is then given in this context. Feedback is prompt so that learning points from the homework are still relevant and in the child's mind.

### 1.4 There are high expectations for the completion of homework and its presentation.

Children are expected to finish their homework task within the time limit set so that the work can be fed back during lessons. Homework is given out on Fridays and is due back on Wednesdays. Children who have difficulties in completing tasks may be able to attend a 'Homework Club' at lunchtimes. Homework is expected to be presented in a neat and organised way and guidance on this is given in the front cover of each homework book.

### 1.5 Parents/carers are aware of the role they play in their child's homework.

All children will need to be given time, space and encouragement to learn at home. With many homework tasks children will benefit from adult support. Parents/Carers need to sign the homework to acknowledge that it has been seen

## 2. Homework Times

Year Group		Homework Tasks	
Reception		Reading, Phonics work	
One		Reading, Spelling, Number bonds	
Year Group	Breakdown of Time	Minimum Task Time	Ongoing Homework
Two	<ul style="list-style-type: none"> <li>• Spellings</li> <li>• X tables</li> <li>• 1x written math task weekly</li> <li>• 1x comprehension task from Spring Onwards</li> </ul>	30 mins	Daily Reading Learning times tables and number facts
Years Three and Four (LKS2)	<ul style="list-style-type: none"> <li>• 1 x home learning task weekly</li> <li>• 1 x written math task weekly</li> <li>• Spelling words for weekly spelling test with an additional spelling task</li> </ul>	40 mins	
Years 5 and 6 (UKS2)	<ul style="list-style-type: none"> <li>• 1 x home learning task weekly</li> </ul>	1 hour	

	<ul style="list-style-type: none"> <li>• 1 x written maths task weekly</li> <li>• Spelling words for weekly spelling test with an additional spelling activity task</li> <li>• Science/ Topic homework once per half term</li> <li>• Year 6 may be given additional revision tasks throughout the year as the need arises</li> </ul>		
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2.1 Getting a clear picture of how each child learns best is important. Well established procedures are in place to identify and meet children's individual needs. Each child's progress is carefully monitored so that appropriate action can be taken to help any child who might be struggling with a particular area of learning, to provide the more able with appropriate challenge and to help every child fulfil their potential.

2.2 Reading at home reinforces key skills that children are being taught in school. It is an expectation that all children read at home on a regular, preferably daily basis. Please make an entry in your child's reading record or homework diary each time that you hear them read. This may be a comment concerning how they read and their enjoyment of a text or may simply be a signature. These records provide an important link between home and school and can provide a vital dialogue to ensure that all children become independent and enthusiastic readers.