



## Northchapel Community Primary School

### Homework Policy

<b>Review Date</b>	<b>Spring 2025</b>
<b>Reviewed By</b>	<b>Teaching staff</b>
<b>Approved By</b>	<b>Deborah Coggin</b>
<b>Due for next review</b>	<b>Autumn 2026</b>

#### Rationale

This policy is to inform governors, teacher, parents, Ofsted and other agencies of the way we organise homework throughout the school at Northchapel Community Primary School.

#### Aims of this policy

- To ensure consistency of approach throughout the school and that staff, parents, pupils and governors are clear of what homework expectations are.
- To ensure progression towards independence and individual responsibility for every child
- To ensure the needs of the individual pupil are taken into account
- To ensure parents/guardians have a clear understanding about expectations from themselves and the pupil by providing information for parents regarding the role of parents and carers in supporting pupil's homework
- To extend and improve the quality of learning experiences offered to the pupil through reinforcement and revision
- To provide opportunities for parents, pupils and school to work in partnership

#### Objectives of homework

- Providing opportunities for pupils to develop good habits and self discipline
- Providing training for pupils in planning and organising their time
- Encouraging ownership and responsibility for learning
- Providing opportunities for differentiated tasks where appropriate
- Allowing practice and consolidation of work done in class

- Allowing preparation for future class work
- Providing opportunities for developing skills in using libraries and other learning resources outside of school.
- Creating channels for home-school dialogue
- Providing opportunities for parental co-operation and support
- During Year 6 to prepare for transfer

## Time allowance

The recommendations from Government are as follows:

Years 1 and 2 1 hour per week (reading, spellings, other literacy and number work)

Years 3 and 4 1.5 hours per week (literacy and Numeracy as for Years 1 and 2 with assignments in other subjects)

Years 5 and 6 30 minutes per day (regular weekly schedule with continued emphasis on literacy and Numeracy but also ranging widely over the curriculum)

Minimum expectations within this school are:

Year R Read or listen to a story read by an adult for 10 minutes on four days a week. Practise common exception/High frequency word cards and phonic sounds.

Year 1 Read or listen to a story read by an adult for 10 minutes on four days a week. Carry out a curriculum experience task related to the child's learning focus at least 3 times per term. Learn spellings and number bonds to 10 then 20.

Year 2 Read or listen to a story read by an adult for 15 minutes on four days a week. Learn spellings and tables with an adult for 5 minutes four days a week. Carry out a curriculum experience task related to the child's learning focus at least 3 times per term.

Year 3 Read and discuss the content of the book with an adult for 15 minutes four times a week. Learn spellings and tables with an adult for 5 minutes on four days a week. Carry out a research/extension task linked to current curriculum experience for 30 minutes during the week.

Year 4 Read and discuss the content of the book with an adult for 15 minutes three times a week. Learn spellings and tables with an adult for 5 minutes on four days a week. Carry out a research/extension task linked to current curriculum experience for 45 minutes during the week.

Year 5 Read for 30 minutes four times a week. Learn spellings and tables with an adult for 5 minutes on four days a week. Carry out a research/extension task linked to current curriculum for 1hour during the week.

Year 6 Read for 30 minutes five times a week. Learn spellings and tables with an adult for 5 minutes on four days a week. Carry out a research/extension task linked to current curriculum experience for 1hour and 30 minutes during the week. SATS revision booklets.

This is a recommended outline but it is recognised that research/extension activities may be completed as a block providing the deadlines are adhered to.

## Parental Role

Guidelines for supporting homework time

1. Try to provide a quiet, comfortable environment with space to work, including table space, if written work is required.
2. Find a room to work in without the distraction of a television,
3. Try to ensure a time free from unnecessary interruptions.
4. Try to ensure that the necessary resources are available.
5. Try to ensure that their children are clear about the tasks.
6. Try to make it clear to children that they value homework, and support the school in explaining how it can help their learning.
7. Encourage the children and praise them when they have completed homework.
8. Parents sign to show home reading each week.

## Incentives/Sanctions

Children's work will be rewarded, as for daily school work, by inclusion in displays, showing at sharing assemblies, sticking into books and by gaining dojo points.

While there are no specific punishments for failure to return or complete homework we believe that homework enhances learning. Teachers are therefore asked to set homework which is useful and relevant.

Where a pupil has not done the set task the teacher will record this and the pupil will be given further opportunities to return an overdue homework task. Teachers will strike a balance between the time used in pursuing work not handed in and the consequent time lost for teaching other pupils. Pupils in Key Stage 2 (Years 3-6) may be asked to complete homework in one break time following the deadline if homework is still not handed in.

A meeting with parents will be arranged if homework is consistently handed in late or is not completed. Teachers and parents will discuss with the child what support is needed and set a target for completing homework.

The class teacher will:

- Provide learning experience letters so that the children and parents know what is expected with their home learning tasks at the beginning of each term.
- Provide reading diaries, where comments can be made by both parents and children when they read at home or homework diaries, where appropriate, in which a record of homework given and completed can be kept
- Provide paper/worksheets or a book on which the homework can be recorded
- Provide a time frame so that the pupil knows when the homework should be completed
- Communicate with parents to solve difficulties or to share resources

The school will:

Build up a bank of resources to support the teacher in setting homework

Provide opportunities for staff to share ideas/concerns relating to homework

Inform parents of the homework and the parents' role within it

Agree a marking policy for homework that is not too onerous for teachers and inform parents of the way it works

Keep a record of homework activities used

## **Monitoring and Review**

The head teacher will be responsible for checking a sample of homework diaries and assignments each term and discussing with teachers how far the school policy is being successfully implemented.

The views of parents will be sought, through parent information evenings, to ensure parents have a clear understanding of this policy and that their opinions are taken into consideration.