

# **Stanion C.E (Aided) Primary School**

## **Homework Policy**



### **Aims of Policy**

- To provide a clear definition of the purpose and nature of homework at Stanion CE Primary School.
- To identify our shared views of good practice.
- To establish how homework will be organised and how we ensure progression across the school.
- To identify the roles and responsibilities of those involved.
- To make clear the ways in which we aim to ensure that the policy makes an important contribution to the quality of teaching and learning in the school.

### **Definition**

At Stanion CE Primary School we view homework as being a supported or independent task undertaken outside of curriculum time which reinforces, extends or enriches current learning.

### **Purpose**

The purpose of homework at Stanion CE Primary School is to provide opportunities for parents to be involved in their child's learning. It enables children to practise and consolidate skills and aims to broaden the context of learning and provide enrichment and extension. Finally, it aims to enable children to take responsibility for their own learning, to become independent learners and to develop perseverance.

### **Good practice**

At Stanion CE Primary School, we believe that the following principles underpin good practice.

- That staff, parents and governors are involved in developing the policy and that it is a process which takes place over time and results in the completion of a written guidance document.
- The policy is co-ordinated by a senior member of staff.

- A variety of approaches are used to ensure that parents and children are aware of homework expectations and organisation.
- These can include meetings, booklets etc.
- Homework allocations are made clear.
- Homework is set in a structured way to help children develop regular study patterns (with parental help if needed).
- There is regular feedback and praise for completed work and a system in place for responding to children who fail to complete.
- The reasons why homework has not been completed are investigated before action is taken.
- In planning homework, teachers set clear learning intentions and tasks are appropriate.
- There is a clear system for monitoring how the policy requirements are being fulfilled.
- The policy is reviewed yearly.
- Class teachers use a variety of approaches for issuing homework, these include; paper copies of worksheets, homework books or setting work on the DB Learning Platform. Paper copies are provided for children who do not have access to the internet at home.

### **Range of Activities**

A variety of tasks are used to meet planned learning objectives.

These can include:

- Speaking and listening activities
- Reading
- Spelling and word investigations
- Book reviews
- Reading comprehension
- Independent research

- Practical maths investigations
- Skills practice across a range of areas
- Data collection
- Educational games
- Project learning including Design Technology activities

### **Organisation**

Progression is planned from Reception to Key Stage Two through the provision of appropriate activities and the increasing expectations we have of our children as they move up through the school.

In Reception, children are expected to complete a task or activity linked to the Early Years curriculum, which lasts for around 10 minutes. This will include Phonics and reading. The children will also have access to Reading Eggs and Numbots to complete a task online at home.

In Year One, children are expected to read with an adult for around 10 minutes each day. In addition to this we also expect children to complete a weekly Times-Tables Rock Stars, Numbots or DB Primary challenge online and complete a 10 minute task related to Literacy or Topic. We also expect children to learn their weekly spelling list.

In Year Two, children are expected to read with an adult for around 15 minutes each day. In addition to this we also expect children to complete a weekly Times-Tables Rock Stars, Numbots or DB Primary challenge online and complete a 15 minute task related to Literacy or Topic. We also expect children to learn their weekly spelling list.

In Year Three, there is an expectation to read for around 15 minutes and practise spellings daily, along with the completion of a weekly Times-Tables Rock Stars or DB Primary challenge online and complete a 20 minute task related to Literacy or Topic.

In Year Four, there is an expectation to read for around 20 minutes and practise spellings daily, along with the completion of a weekly Times-Tables Rock Stars or DB Primary challenge online and complete a 20 minute task related to Literacy or Topic.

As children move into upper Key Stage Two, they are expected to take increasing responsibility themselves for the completion of their homework.

In Year Five and Six, there is a minimum expectation of 20 minutes per day spent on individual reading (or to an adult if this is appropriate) practising daily spellings and the completion of a task related to Literacy or Topic. We also expect children to complete a weekly Times-Tables Rock Stars or DB Primary challenge online.

Class teachers will decide if it is acceptable to word process a piece of homework. Where homework is recorded on paper, it is expected to be handwritten by the child and of a good standard of presentation.

### **Roles and Responsibilities**

**Class teachers** will plan purposeful activities with clear learning intentions, which are linked to the curriculum content. They will respond to children's efforts, providing encouragement and reward and will investigate the reasons for homework not being completed before responding with sanctions.

**Parents** have an important role in supporting children's efforts. They need to be aware of what homework is set and provide both encouragement and an appropriate environment for its completion.

**Children** are responsible for completing tasks as requested (with increasing independence as they move through the school) and to take responsibility for organising any information or equipment they require.

### **Responding to children and ensuring that homework is completed**

In Reception, children are awarded stickers and house points. If there are problems completing activities, teachers will discuss with parents.

In KS1, children are also rewarded with house points, stickers and given frequent encouragement. Good examples of completed recorded tasks are shared with the class. Records are kept of work completed and if appropriate children are given a further opportunity to complete by a set date. Any problems arising are discussed with parents.

In Years Three and Four, children who complete their homework are praised in class, rewarded with house points and there is regular encouragement.

In Year Five and Six, children completing homework are praised and outstanding examples of extra effort are rewarded with house points. Teachers keep a record of work completed.

Merits may be awarded, at the teacher's discretion, to children in any year group who present outstanding examples of homework.

Parents are informed if a child regularly fails to complete homework.

### **Special arrangements**

Class teachers will ensure that tasks are set which are appropriate to meet the needs of all children, including those with special educational needs as well as those requiring further challenge.

### **Monitoring and Evaluation**

In order to ensure that the policy directly contributes to the quality of teaching and learning the provision of homework will be regularly monitored. A sample of planned activities will be reviewed by the Deputy Headteacher as part of the school's self evaluation process. In addition, the scrutiny of homework samples will form part of curriculum leader's monitoring responsibilities. Parents will be given opportunities to share their views with teachers at parent consultations and other occasions as appropriate.

This policy was reviewed and agreed on Monday 17<sup>th</sup> July 2023

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Headteacher

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Chair of Governors

Policy to be reviewed July 2024