
HOMework POLICY



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Review Frequency:	Two years
Reviewed By:	Standards and Curriculum

Introduction

This is Longstone CE (VA) Primary School's homework policy. As a school we believe that properly designed homework can play a valuable part in nurturing a child's education, igniting an interest in learning and shining in a subject area. The [Education Endowment Foundation \(EEF\)](#) state that homework, on average, has a positive impact on a child's education when certain criteria are met. These include making sure that homework is relevant, setting work that achievable and ensuring that feedback is given.

Through this policy we aim to ensure consistency of approach throughout the school by outlining the purpose, types and amount of homework set. We recognise the fact that the purpose of homework may change as pupils get older and that the needs of the individual pupil should be taken into account. As staff, we give careful consideration to making homework suitable and well balanced across the school.

Aims and Objectives

At Longstone, our aim is to empower our children to fulfil their potential so they know that they matter and that they can make a positive impact on the world.

Homework is one of the elements that can help them achieve this and should support the children's enjoyment of learning.

Whilst homework is not a statutory requirement, and OFSTED do not inspect a school's homework provision, we believe that regular, well planned homework can:

- Support pupils to make greater progress in their academic and social development
- Develop good work habits and self-discipline for the future
- Encourage skills and attitudes which help children improve their educational performance e.g., problem solving
- Help parents gain insight into their child's schoolwork and promote partnership between home and school
- Provide opportunities for individualised work and develop skills of independent learning
- Provide opportunities for shared work and develop skills of collaborative learning
- Offer access to resources not found in school (public libraries, local museums etc.)
- Consolidate and reinforce learning done in school
- Prepare for future class learning
- Provide a context for pupil/parent interaction

We believe homework works best when:

- Children and parents/carers are very clear about what they need to do
- Parents and carers are treated as partners in their child's learning
- Tasks are carefully planned in year groups and are structured to support progression in learning, as part of the school's schemes of work
- There is a regular programme so that everyone knows what is expected each week
- Children receive prompt, clear feedback on their work
- Homework is achievable by all pupils
- Homework is celebrated

Definition of Homework

Homework is learning that will help with schoolwork. It can therefore be defined as learning or activities which pupils are asked to do outside lesson time, either on their own or with parents/carers that involves an element of 'learning'. This will take two main forms:

- To practice or repeat what was learned or discussed in class that day/week
- To prepare the pupil for what's coming in the following lesson(s)

The school also recognises the importance of play, free time and enjoying other learning that may not directly relate to learning in school. The staff are always pleased to learn about children's success and interests in other aspects of their lives which can be shared on Seesaw or in class. For example:

- A visit to a museum
- Completing or carrying on work from class
- Undertaking research for a project that has a particular interest
- Being an active member of a sport, music or other youth organisation
- Choosing to independently extend English or Maths learning (e.g. number facts, reading etc.)

Amount and Timetable of Homework

The precise amount of time spent on homework is much less important than the quality of the tasks set and the purpose for which they are planned. Broad guidelines, however, on the amount of time pupils might reasonably be expected to spend on homework, and the days on which it will be set, give a useful framework for both teachers and parent/carers. The amount of homework given is increased as children move through the year groups. The homework expectations for each year group will be as follows:

Reception	15 minutes daily reading/practising sounds	
Years 1 and 2	Approximately 1.5 hours per week (15-20 mins per day)	Daily reading Planned weekly English and Maths learning (including times table/number facts)
Years 3 and 4	Approximately 2 hours per week (20-25 mins per day)	Daily reading Planned weekly English and Maths learning (including times table/number facts)
Years 5 and 6	Approximately 2.5 hours per week (30 mins per day)	Daily reading Planned weekly English and Maths learning (including times table/number facts) <i>Revision for SATS in Y6 - homework may exceed the amount listed from Christmas through to May</i>

Class teachers will post an 'activity' on Seesaw to explain when the homework is set and when it should be returned to school. Any other relevant information will also be detailed on Seesaw.

Daily Reading

We believe that all primary aged children should read every day either alone or with somebody else. This might only be for a minimum of 10 minutes a day. To share a book with your child can be a wonderful experience. All reading needs to be recorded in the child's planner to form their reading record.

Planned weekly English and Maths learning

Each week the class teacher will set a formal piece of homework that will be linked to the current learning. This will be presented in the form of work books that contain set questions related to the subjects taught in class. Maths will follow the White Rose scheme of learning and English will follow the areas of grammar that will be taught in the half-term. All work will be set by the teacher, making it clear what tasks to complete and when.

Equality

We believe that all children are capable of completing homework, that is, work out of school hours. All children will be provided with the resources they need to complete the homework tasks. Where digital resources aren't available at home, or if a quiet space at home isn't available, then, through discussion with the class teacher, arrangements can be made to enable homework to be completed in school.

Monitoring Homework

Class teachers will ensure that homework is planned and is set in accordance with the school policy. Class teachers will be responsible for setting, collecting and, where appropriate, giving feedback for their own classes.

The Role of Parents/Carers

The support of parents and carers is vital for this policy to be successfully implemented. As a child moves through the school, the type of homework they receive is likely to change and therefore the role of the parents/carers will also alter slightly. In general, it is our hope that parents will:

- Provide a reasonably peaceful, suitable place in which pupils can do their homework alone or with the help of an adult
- Make it clear to pupils that they value homework and support the school in explaining how it can help their learning
- Ensure homework is completed on time
- Encourage pupils and praise them when they have completed homework
- Become actively involved in joint homework activities

If parents have any questions about homework, they should, in the first instance, contact the child's class teacher by emailing or phoning the school office.

Any complaints will be dealt with as set out in the school's 'Complaints Policy', a copy of which is available on the school website at website

The senior leader responsible for the curriculum will monitor implementation of this policy and will submit periodic evaluation reports on its effectiveness to the governing body.

This policy will be reviewed every two years or sooner as necessary.