



# Parklands Community Primary School

## Homework Policy

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**Reviewed by:** Curriculum Committee

# Homework Policy

## Introduction

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

## Aims

Through this policy we aim to:

- Ensure that parents are clear about what their child is expected to do.
- Use homework as a tool to help continue to raise standards of attainment.
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
- Provide opportunities for parents, children and the school to work together in partnership in relation to children's learning.
- Encourage pupils and their parents to share and enjoy learning experiences.
- Reinforce work covered in class by providing further opportunities for individual learning.
- To practise or consolidate basic skills and knowledge, especially in maths and English.
- Encourage children to develop the responsibility, confidence, self-discipline and perseverance needed to study independently.
- To prepare Year 6 pupils for the transfer to secondary school.

## Links to our Schools' Vision, Values and Aims

- To promote independence and responsibility.
- For everyone to be inspired to achieve their full potential through challenge, support and high expectations.

## Statutory Requirements

There are no statutory requirements linked to homework. However, the Department for Education (DfE) have stated 'that the government believes homework to be an important part of a good education and where schools do set homework, the law gives them the legal right to ensure that pupils complete any tasks reasonably assigned to them in connection with their education.'

## Procedures and Practice

### Principles

At Parklands Community Primary School, we believe that the following principles underline good practice:

- 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.
- Each child is provided with a Planner in which they can record homework tasks that are set.
- Each child is provided with the necessary books, or a virtual platform login, in which to complete their homework e.g. a lined book and a squared book in KS2, Seesaw.

### **Range of Activities**

It should be noted that homework can be set in many different forms with many different expectations and outcomes. It is important to remember that when expecting and setting homework there are a number of points to consider:

1. The nature and type of homework changes throughout a pupils school career.
2. Amount and frequency of homework should increase as a pupil gets older but this may also vary through the school year and be appropriate to the ability of the child.
3. Homework should not cause undue stress on the pupil, family or the teacher.
4. It will not necessarily come in the form of a written task.
5. Homework should be set regularly from the Foundation Stage to Year 6.

A variety of tasks will be used to meet planned learning objectives. These can include:

- Speaking and listening activities
- Reading
- Spelling and word investigations
- Book reviews
- Reading comprehension
- Independent research
- Written tasks that develop sentence structure and grammar and punctuation
- Practical maths investigations
- Collecting items linked to a theme
- Skills practice across a range of areas
- Data collection
- Educational games

See Appendix 1 for examples for each year group.

### **Role of the Class Teacher**

- To provide an explanation of homework tasks to children and, when necessary, parents and give guidance of how they might assist their child. This may be done by a note with the work, at a pre-school parents meeting or at an open evening if possible.
- To set up regular homework in an easily followed routine.
- To ensure that homework is set consistently across classes in the Year group.
- To set homework that takes equal and racial opportunities into account.
- To ensure any homework is purposeful and links directly to the curriculum being taught.
- To reward and praise children who regularly complete homework tasks.
- To mark homework appropriately, when necessary and give feedback to pupils.

#### **Role of the Head teacher and Governing Body**

- To check compliance of the policy.
- To meet and talk with parents when appropriate.
- To discuss with staff how far the policy is being successfully implemented.

#### **Role of Parents/Carers**

- To support the school by ensuring that their child attempts the homework.
- To provide a suitable place for their child to carry out their homework.
- To encourage and praise their child when they have completed their homework.
- To become actively involved and support their child with homework activities.
- To make it clear that they value homework and they support the school by explaining how it can help learning.

At Parklands Community Primary School we are very keen for parents to support and help their children with homework. We take the view that children are likely to get more out of an activity if parents get involved as long as they do not take over too much. However, there are times when we will want to see what children can do on their own. It is particularly important, as they get older, for children to become increasingly independent in their learning. If a parent is unsure about what their role should be, they should discuss it with their child's teacher.

#### **Racial Equality & Equal Opportunities**

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Parklands Community Primary School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.

#### **General**

- Wherever possible staff should try to mark any homework that is returned by pupils. This will help to give the whole process of setting and completing homework a higher profile and status. It will also send out the message that homework is an important and valued aspect of school life. Marking homework is a way of keeping track of who has completed their homework, and giving them feedback on how well they have met the objectives of the

work. However, marking may be done in a variety of forms, some of which will not be written. Feedback may be given to individual pupils, or to groups of pupils.

- If children are absent due to illness we will not send homework home. We would assume the child was too ill to work.
- If a child is absent for a length of time e.g. with a broken leg, the teacher and the parent will agree what should be done, how it should be marked and what sort of help needs to be given. **In such circumstances the teacher should consult the Headteacher first.**
- It is not possible to give homework when parents take holidays in term time.
- Parents/Carers who have queries about homework should not hesitate to make an appointment to see their child's class teacher.

### **What will happen if children do not complete their homework?**

The expectation is that children will complete their homework. However if for any reason children are unable to complete their homework, parents/ carers should provide the class teacher with a note or contact the class teacher explaining why the homework has not been completed on the day the homework was due to be returned to school. Teachers will keep records of children completing homework and these records will be checked on a regular basis. There may be occasions when a child will miss playtime or some of a lunch time, if they have not completed homework.

### **Why will children sometimes be given extra homework?**

Children who take part in specialised lessons such as Booster Classes may sometimes be set extra homework to reinforce the work being done. Additionally, children who work in a one-to-one situation with teaching assistants, will sometimes be given extra homework. In both cases, children should complete this work alongside their normal homework unless the child or the parents have been told otherwise.

### **Sources and References**

- The Ofsted School Inspection Handbook  
<https://www.gov.uk/government/publications/school-inspection-handbook-eif>

### **Other Documents and Appendices**

This policy has links to:

- The home school agreement document
- Appendix 1: Possible Homework Content

### **Monitoring and Evaluation**

Teachers and the SLT will monitor the implementation of this policy.

### **Monitoring, Review and Evaluation of the Policy**

The policy will be reviewed at the curriculum committee, to ensure it is kept in line with any curriculum changes that take place within the school or externally.

## **APPENDIX 1**

## Possible Homework Content

### Early Years

Learning together is the emphasis for children in Early Years. The activities are often English based with a strong emphasis on reading together. It is an ideal time to lay the foundations for continuing work at home. All homework should be completed in pencil unless otherwise stated.

#### What type of work will my child get?

##### Reading

Parents will be informed of the theme that the children are learning in school each half term. Starting in the Autumn term and continuing all year, the main emphasis is on reading at home. This should be done in two ways:

##### 1) Adults reading to children

Parents are encouraged to use the books in the corridors outside of the Early Years classrooms. These boxes contain books that are suitable to read to children, so they can get used to print and stories. Parents should encourage children to point to words as they are being read. Discussion about the books is also important.

##### 2) Children reading to an adult

When they are ready to, children will start bringing books home to read to an adult. Again, encouraging the 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 the child's understanding of language.

##### Phonics

Children will be learning different phonics sounds every week. These may be sent home to practice in reading or writing.

##### Letter Formation

The class teacher will provide parents 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.

##### Maths

There may be times when children will be asked to practice some of the number skills they have been learning in school.

##### Frequency

We would expect the children to be read to or reading to an adult every day. Homework is handed out when appropriate to consolidate the learning taking place in class.

## The Special Support Centre

The learning in the SSC covers a wide range of needs and the homework that is set reflects this. Tasks will be a retrospective review of what has been covered the previous week. The activities are English, maths or topic based. There continues to be a very strong emphasis on learning sounds and reading together. All homework should be completed in pencil unless otherwise stated.

### **Reading**

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 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. Children will have a reading record which parents/carers should sign or comment in each time they read with the child.

### **English**

As well as reading, there is also a focus on the core skills of handwriting and phonic sounds.

### **Maths**

Children will be given homework to develop important maths skills. Parents can support their child by giving them lots of opportunities to practise these skills. MyMaths will sometimes be used to reinforce learning that has taken place in the classroom and some children will take a copy of their maths fact targets home to practice.

Individual children may receive a list of targeting skills that they need to practice according to their specific needs.

### **Topic**

There will be times when homework tasks are related to the topic the children are learning about. For example, writing a description of a mini-beast.

### **Frequency**

We would expect the children to be read to or reading to an adult every day. Homework is handed out when appropriate to consolidate the learning taking place in class.

## **Year 1**

During Year 1, learning at home continues to be a very strong emphasis on reading together as well as starting to learn spellings. All homework should be completed in pencil unless otherwise stated. Other activities are Maths or topic based.

### **Reading**

Reading on a regular basis is vital when children are in Key Stage 1. Children will bring their reading books home every evening, and the role of the adult is to listen and support 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. Children will have a reading record which parents/carers should sign or comment in each time they read with the child.

### **Spellings**

Children will have regular phonics lessons throughout 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 practising them regularly and often. Children will often receive the same words again in order to practise them further. Each child will be given a list of spellings that they will be tested on once a week.

### **Maths**

Children will be given homework to develop important maths skills. Parents can support their child by giving them lots of opportunities to practise these skills. These will include:

- Counting to and back from 100
- Reading and writing numbers to 100
- Number bonds to 20
- Language relating to days, weeks, months and years
- Recognising 2D and 3D shapes
- Time

### **Topic**

There will be times when there will be projects sent home as homework that relate to the topic the children are learning about. For these tasks, children may be given longer than a week to complete them.

### **Frequency**

Homework is handed out once a week. We would expect the children to be read to or be reading to an adult every day as well as practising their spellings.

## **Year 2**

Learning at home in Year 2 continues to have a very strong emphasis on reading as well as learning spellings and specific maths skills. In Year 2 we encourage the children to take responsibility for their homework which always reinforces the learning that is taking place in school, helping them to achieve their end of year expectations in Year 2. All homework should be completed in pencil unless otherwise stated.

### **Reading**

Reading on a regular basis is vital when children are in Key Stage 1. Children will bring their reading books home every evening, and the role of the adult is to listen and support 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 e.g. by asking open ended questions. Children will have a planner which parents/carers should sign or comment in each time they read with their child.

### **Spellings**

Children will bring home some words each week for them to read, write and learn. These will be linked to the spelling patterns required by the national curriculum to be taught in Year 2. A full list can be found here: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239784/English\\_Appendix\\_1\\_-\\_Spelling.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf). Parents can help children to learn these, by practising them regularly and often as well as writing sentences with the spellings in context. Children will often receive the same words again in order to practise them further. Each child will be given a list of spellings that they will be tested on once a week.

### **Maths**

Children are expected to be able to recall and use the multiplication and division facts for the 2, 5 and 10 multiplication tables by the end of Year 2. We would expect children to be practising their times tables regularly. Children complete a times table test once a week. We will use online programmes to support their development of maths including: MyMaths, TT Rockstars and Big Maths, Beat That!

### **Topic**

There will be times when there will be projects sent home as homework that relate to the topic the children are learning about. For these tasks, children may be given longer than a week to complete them.

### **Frequency**

Homework is handed out once a week. We would expect the children to be read to or be reading to an adult every day as well as practising their spellings and times tables.

## **Year 3 and Year 4**

As children get older, homework provides an opportunity for them to develop the skill of independent learning. It is important that parents support their children, but good habits of independent study should be encouraged. The main focus for homework in Year 3 and Year 4 continues to be English and maths and tasks alternate between these two subjects every week. All homework should be completed in pencil unless otherwise stated.

There is still a very strong emphasis on reading as well as learning times tables and spellings.

### **Reading**

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. 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. Parents should continue to complete their child's reading record to show that they have read to an adult or had a discussion about the book.

### **Spellings**

Children will bring home some words each week for them to read, write and learn. These will be linked to the spelling patterns required by the national curriculum to be taught in Year 3 and Year 4. A full list can be found here:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239784/English\\_Appendix\\_1\\_-\\_Spelling.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf) .

Parents can help children to learn these, by practising them regularly and often. Children will often receive the same words again in order to practise them further. Each child will be given a list of spellings that they will be tested on once a week. Teachers may also use online programmes to support the children's development of spelling including online apps such as Spelling Shed.

### **Maths**

Children are expected to be able to recall and use the multiplication and division facts up to 12 x 12 by the end of Year 4. We would expect children to be practising their times tables regularly. Children complete a times table test once a week. Teachers may also use online programmes to support the children's development of maths including: MyMaths and TT Rockstars.

### **Topic**

There will be times when there will be projects sent home as homework that relate to the topic the children are learning about. For these tasks, children may be given longer than a week to complete them.

### **Frequency**

Homework is handed out once a week. We would expect the children to be read to or be reading to an adult every day as well as practising their spellings and times tables.

## **Year 5 and Year 6**

In Year 5 and Year 6, the frequency of homework increases and children are asked to complete a task relating to maths and English every week, as well as: reading learning spellings and continuing to practise their times tables. Homework should be completed in pencil or black pen unless otherwise stated.

### **Reading**

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. Older children need a clear understanding of the text, that sometimes will go beyond the literal meaning. 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. Parents should continue to complete their child's reading record to show that they have read to an adult or had a discussion about the book.

### **Spellings**

Children will bring home some words each week for them to read, write and learn. These will be linked words they are spelling incorrectly in their work as well as to the spelling patterns required by the national curriculum to be taught in Year 5 and Year 6. A full list can be found here:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239784/English\\_Appendix\\_1\\_-\\_Spelling.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf).

Parents can help children to learn these, by practising them regularly and often. Children will often receive the same words again in order to practise them further. Each child will be given a list of spellings that they will be tested on once a week. Teachers may also use online programmes to support the children's development of spelling including online apps such as Spelling Shed.

### **Maths**

Children are expected to be able to recall and use the multiplication and division facts up to 12 x 12 by the end of Year 4. In Year 5 and Year 6, the children who have achieved this are encouraged to increase the speed at which they can recall the facts. We would expect children to continue to practise their times tables regularly. Children continue to complete a times table test once a week. Teachers may also use online programmes to support the children's development of maths including: MyMaths and TT Rockstars.

### **Topic**

There will be times when there will be projects sent home as homework that relate to the topic the children are learning about. For these tasks, children may be given longer than a week to complete them.

### **Frequency**

Homework is handed out twice a week. We would expect the children to be reading every day as well as practising their spellings and times tables.