



Introduction

We believe that homework can play an important part in the education of children and most of our parents and carers are in favour of their children having some homework to support their learning in school. We also recognise that homework is a voluntary activity and in order for it to work we rely on parental support.

We accept fully that some parents and carers may not be able to spend as much time with each child on homework tasks as we suggest. Such time as may be given is much appreciated but is completely at parental discretion.

Our homework policy recognises that family life comes before homework and families have different lifestyles. Many children have evening or weekend activities and time to relax is also important. The homework we set is intended to help each child's education but not at the expense of family life.

What is the rationale behind our arrangements for homework?

In providing homework for our pupils, we aim to meet the following goals:

- To support, enrich and extend the learning children experience in their classrooms
- To enable children to practise and rehearse key skills
- To provide structured opportunities for children to share their learning with parents or carers
- To enable children, as they progress through the school, to take increasing responsibility for their homework, helping them to develop good learning habits in readiness for the next phase of their learning at Secondary School and beyond

How is homework organised?

At the beginning of each academic year, class teachers offer parents and carers the opportunity to come to a Welcome Meeting at which homework expectations and arrangements for that year are discussed.

The amount of homework set, and the expectations for completion and return of homework tasks, increases gradually as a child moves through the school. Our homework arrangements for the current academic year are set out in Appendix 1.

Activities which are set as homework are very carefully chosen. Teachers ensure that wherever possible, the activities link directly to learning in the classroom. Not all activities need differentiation, but this is used where needed so that tasks accurately match specific children's needs – this may mean some children in the class being set easier, and some being set harder work than their peers.

Children who are attending booster or extension groups may be set homework by the members of staff leading those groups in addition to, or instead of their class homework. This is to enable the children to make the best use of the small group attention they are receiving and to help them to consolidate and rehearse the skills and strategies they have been using in the group.

Wherever possible, teachers try to hand out and receive back homework on designated days, setting routines which are straightforward for families to follow.



Class teachers are always happy to talk with parents or carers about any problems with homework – they are usually available for a chat at the end of the school day, or can be contacted via the school office.

Teachers will give children appropriate feedback about their homework, and ensure that it receives appropriate attention and acknowledgement. This may take a variety of forms, including celebrating homework by displaying it in the classroom, giving oral feedback, children marking their own or each other's work as well as more conventional marking such as you would see in the children's class books.

Other resources to help children learn at home

Our Maths programme 'Mathletics', and our French enrichment site 'GrowStoryGrow' are both available for children to access at home, subject to parental agreement. Each family is provided with children's logins for these sites when the child joins the school. If logins are lost or forgotten, please let us know and we will reissue them to you.

Other sources of help for supporting children's learning at home

There are a number of useful documents about helping children of different ages with homework on the Archived section of the Department for Education website. Links to the download pages for these documents are included here:

[Working Together](#) is aimed at parents and carers with children aged 5+

[Getting into Homework](#) is aimed at parents and carers with children aged between 8 and 13

[Coaching your Teenager](#) is aimed at parents and carers with teenagers

If you would like to see a hard copy of any of these documents, please ask at the office.



APPENDIX 1 – 2017/18 HOMEWORK ARRANGEMENTS IN KS1

Year Group	Homework set	How often set
Acorns (EY)	Number work and Phonics work suggestions, Reading books regularly with an adult at home Topic Project A weekly newsletter is sent home to parents/carers, sharing details of the work the children have been doing and what they will be doing in the week ahead	Weekly 15 mins half termly 30 mins
Year 1	Alternates between literacy/numeracy: eg Numeracy task or game, or Writing Spellings Reading regularly with an adult at home (at least 5 times a week)	Fortnightly 30 mins
Year 2	Two tasks to complete: one numeracy and one either literacy or topic based. Tasks range from writing, research, art, numeracy activity or worksheets. Spellings Reading regularly with an adult at home (at least 5 times a week)	Fortnightly 40 mins

HOMEWORK ARRANGEMENTS IN KS2

Year Group	Homework set	How often set Duration
Year 3	Literacy/Topic or Mathematics Reading regularly with an adult at home (at least 4 times a week) Spellings (5x spellings and sentences) Times tables	Weekly 40 minutes
Year 4	Literacy/Topic or Mathematics Reading regularly with an adult at home (at least 3 times a week) Spellings Times tables	Weekly 45 minutes
Year 5	Literacy/Topic – one task Mathematics – one task – maths activity or Mathletics Spellings Reading regularly, sometimes independently and sometimes to an adult to rehearse performance skills and have opportunities to discuss plot and character	Weekly 1 hr to 1 hr 30 mins
Year 6	Literacy – one task Mathematics – one task Topic /Other – one task Spellings Times tables Mathletics Reading regularly, mostly independently but sometimes to an adult, to rehearse performance skills and have opportunities to discuss plot and character. Reading Lists are available to encourage children to read a variety of authors and genres.	Weekly 1 hr 30 mins