

# **HOMEWORK POLICY**

**January 2024**

## **Hollyfield Primary School**

**...a place where everyone matters**



**Version:**

January 2024

**Ratified by the Governing Body:**

7 February 2024

**Signed by the Governing Body:**

**To be reviewed (annually):**

January 2025

## **Aims and rationale**

This policy is based on Government guidelines which highlight the link between homework and academic achievement. Research by the Education Endowment Foundation (EEF) also highlights that when homework is used as a short and focused intervention, it can be effective in improving students' attainment. Parents are the child's first educator and their support at home positively impacts on their child's learning. We aim to develop the skills and abilities our pupils need for the 21st Century, enabling them to become lifelong learners, where they will independently and creatively be able to use a variety of skills to fully and positively contribute to their communities.

Homework is anything that children do outside the normal school day that contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning. For example: reading a story before bedtime or discussing the signs of autumn whilst taking a walk is helping with homework.

## **The purpose of homework**

- To enable pupils to make maximum progress in their academic and social development.
- To give pupils increasing responsibility for their own learning and develop a range of key 'learning skills', in order to develop successfully as independent lifelong learners.
- To promote a partnership between home and school in supporting each child's learning.
- To further develop the basic skills which underpin the curriculum.
- To consolidate and reinforce learning done in school and to allow children to practice skills.
- To help children develop good work habits for the future.
- To prepare pupils for the next stage of education including secondary school.

## **Types of homework**

Following a review of homework, including consultation with parents, pupils and staff, Hollyfield prioritises the development of basic skills which underpin critical learning within maths and English. One project a year will also be set which will relate to the wider curriculum. Throughout the year, as and when appropriate, additional, optional activities will be set.

Tasks may include but not be limited to:

- reading
- times tables
- number bonds/facts
- spellings

- phonics
- handwriting
- practical activities
- worksheets
- online activities and games.

### **Frequency and guideline duration of homework**

	<b>Reading</b>	<b>Spelling</b>	<b>Maths fluency</b>	<b>Other</b>
<b>Reception</b>	Daily 5 mins+	Phonics/ Tricky words	Practical activity	
<b>Years 1 &amp; 2</b>	Daily 10 mins+	Up to 10 words tested weekly	15 mins +	One project a year*
<b>Years 3, 4 &amp; 5</b>	Daily 15 mins+	Up to 10 words tested weekly	20 mins+	One project a year*
<b>Year 6</b>	Daily 15 mins+	Up to 10 words tested weekly	20 mins+	English activity 20 mins+ One project a year*

\*One project a year will also be set for each year group. These will be staggered throughout the year where possible to avoid possible clashes with siblings in other year groups.

### **Inclusion**

We set homework for all children as a normal part of school life and all pupils are encouraged to undertake work at home, irrespective of their gender, religion, ability or disability.

We ensure that all tasks set are appropriate to the ability of the child. If a child has special educational needs, we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework to pupils who are named on the register of special needs, we refer to their Learning Plans as appropriate.

If a child's English is developing or parents/carers at home have English as an additional language, we ask that parents contact school if they require tasks to be set in an alternative language. We will always endeavour to adapt tasks, where possible, so that all children can access and understand what is asked of them.

### **Monitoring of completed homework, marking and feedback**

The monitoring of homework will be carried out in a variety of ways, which will be appropriate to the task. This can include:

- Spelling tests in school to assess understanding and progress.

- Monitoring of engagement and progress of online games and activities.
- More formal marking by a member of staff will be appropriate for some set activities.
- General feedback regarding homework given during parents' evening.
- We also encourage parents to check through and provide immediate, in the moment feedback. That positive reinforcement from home supports the child's progress and strengthens school-home partnerships.

### **The role of parents**

Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as they feel necessary and provide them with an environment that allows children to do their best.

Parents can support their child by:

- Encouraging daily reading.
- Encouraging the child to complete the tasks set by school.
- Providing a good, calm working space at home.
- Provide immediate feedback to the child about their homework.
- Enabling their child to visit the library regularly.
- Discussing the work that their child is doing.

The school values parents' contributions and feedback regarding homework and these are incorporated into the policy review cycle.

### **Non-completion and non-return of homework**

Children may be asked to complete homework during lunch or break times if it has not been submitted on time. Regular non-completion/return of homework will result in a letter being sent home to parents/carers.

### **Concerns regarding homework**

If parents have any concerns or questions regarding homework, they should, in the first instance, contact the child's class teacher. This can be an informal conversation after school or through an appointment made via the School Office.

If a parent is still concerned, they should contact the Key Stage Leader to discuss further.