



Homework Policy

2022-2023

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Statement of intent

St Thomas' CofE Primary Academy aspires for all to reach their academic and personal potential so they can make a positive impact in the world. We believe that homework plays an important part in education and the benefit of doing homework must be instilled at an early age so that independent study can be achieved. We are also aware that pupils have opportunities and experiences outside of school that enable them to flourish and expand their cultural capital. Therefore, we will give careful consideration to ensuring homework is well-balanced across the school.

Aims

This policy aims to:

- Develop a consistent approach to homework throughout the school.
- Make sure that teaching staff, parents and pupils are aware of their responsibilities with regards to homework.
- Ensure that parents understand what is expected of their child.
- Encourage pupils to develop the responsibility and self-discipline required for independent study.
- Embed knowledge and support pupils' learning experiences via revision and reinforcement.
- Work with parents and involve them in their child's learning, and to keep them informed about the work their child is undertaking.
- Use homework as a tool for raising standards of attainment.
- Extend learning beyond the classroom.
- Give pupils further practise and a deeper understanding of skills, knowledge and concepts learned during the school day.

Legal framework

This policy has due regard to all relevant statutory and good practice guidance including, but not limited to, the following:

- DfE (2019) 'Ways to reduce workload in your school(s)'
- Ofsted (2022) 'School inspection handbook'
- Ofsted (2022) 'School monitoring handbook'

This policy operates in conjunction with the following school policies:

- Marking and Feedback Policy
- Teaching and Learning Policy
- Parent Code of Conduct
- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Attendance and Absence Policy

Roles and responsibilities

The principal and governing board will be responsible for:

- Monitoring the effectiveness of this policy.
- Reviewing this policy annually and making appropriate updates as required.
- Discussing with staff the extent to which this policy is being implemented.
- Meeting with parents and discussing the impact of homework as appropriate.
- Providing parents with information about homework.
- Informing new parents about the policy.
- Monitoring the effectiveness of inclusivity and accessibility of homework.

Teachers will be responsible for:

- Planning and setting up a regular programme of homework for pupils.
- Providing an explanation of homework tasks and ensuring that all pupils understand what they have to do.
- Ensuring all homework is purposeful and links directly to the curriculum.
- Setting homework that is appropriate to pupils' abilities.
- Monitoring homework regularly and making sure pupils are completing it.
- Marking homework and giving feedback to pupils.
- Communicating with parents if there is a problem regarding homework.
- Being available to parents and pupils for a discussion about homework.
- Setting homework that is consistent across classes.
- Ensuring homework takes equal opportunities into account and that the needs of pupils with disabilities are considered.
- Rewarding quality work and praising pupils who regularly complete homework.

Parents will be responsible for:

- Supporting and encouraging their child with regards to completing homework.
- Becoming involved in their child's homework and encouraging their child to have a positive attitude towards it.
- Making sure that their child completes homework to a high standard and on time.
- Providing suitable conditions and resources for their child to complete homework.
- Informing teachers of any issues that may arise and co-operating with the school to find a solution.
- Keeping the school informed of any change in circumstances which may affect their child's learning and ability to complete homework effectively.
- Encouraging their child to discuss homework and feedback from teachers.

Pupils will be responsible for:

- Taking responsibility for their own learning and submitting completed work in a timely manner.
- Having a positive approach towards homework.
- Putting the same effort into homework as class work.
- Making sure they understand the tasks that have been set and seeking clarification if required.
- Ensuring that they have everything they need to complete homework and returning to school all books and stationery needed to complete their homework.
- Taking pride in the presentation and content of their homework and performing to the best of their abilities.

The school's approach to homework

We value homework and giving pupils' the opportunities to practise and apply their learned knowledge and skills independently.

St Thomas' recognises that the setting, marking and feedback on homework is a large contributor to the workload of teachers, therefore, teachers will ensure that homework is only set to positively impact on pupils' progress. Prior to homework being set, teachers will ask themselves, 'Why am I setting this homework?' and 'How will this homework be useful to the pupil?' If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the homework is necessary.

Every term, each year group will be informed of what is expected of them with regards to homework. The school newsletter will inform parents about homework expectations for each year group. Pupils will use homework books to complete their homework or will be issued with a homework folder to keep their homework neat and organised.

Pupils will receive homework on a weekly basis which will be returned at the time and date as specified by the class teacher.

Pupils' weekly homework activity will be designed to take around 30 minutes, depending on the age of the pupil. Pupils are also expected to read and access times table rockstars at least 3 times a week.

Homework will be acknowledged by the teacher and common misconceptions will be addressed. The teacher will not necessarily mark every piece.

Parents will be encouraged to support their children with their homework and to discuss any concerns with the class teacher.

Teachers will occasionally set extra homework for the whole class if they deem it beneficial.

The table below shows expected homework. Tasks may be set in addition to the below activities.

Year Group	Homework	How many times a week	How long each time
N	Topic research and activities to develop communication and language skills.	As and when	As long as the child remains interested
R	Reading phonemes, tricky words and phonic level books. Practising numbers Reading	3	10 minutes each time
Y1	Reading phonemes, tricky words and phonic level books Reading book 3 times a week Weekly spellings linked to phonics and tricky words when the children are ready Practising numbers and answering simple arithmetic questions	3	15 minutes each time
Y2	Reading and comprehension activity Weekly spellings Securing 2, 5 and 10 times table facts Maths arithmetic questions worksheet Reading book 3 times a week	Reading and times tables 3 x a week Maths once a week	15 minutes each time 15 minutes
Y3	Weekly spellings Securing 3, 4 and 8 times table facts Maths arithmetic questions Reading comprehension or spag questions Reading book 3 times a week	Reading, times tables and spelling 3 x a week Maths and comprehension/spag once a week	15 minutes each time 30 minutes
Y4	Reading and comprehension questions Weekly spellings Securing times table facts up to 12 x 12 Maths arithmetic questions Reading comprehension or spag questions	Reading, times tables and spellings 3 x a week Maths and comprehension/spag once a week	15 minutes each time 30 minutes

Y5	Reading and comprehension questions Weekly spellings Times tables to 12 x 12. Maths arithmetic questions	Reading, times tables and spellings 3 x a week	15 minutes each time
	Reading comprehension or spag questions Reading 3 times a week	Maths and comprehension/spag once a week	30 minutes
Y6	Reading 3 times a week Weekly spellings	3-5 times a week	15 minutes
	Weekly homework linked to identified skills from SATs		30 minutes

**In Year 2 -5, reading comprehension, maths and spag activities will alternate each week.*

Absences

If a pupil is absent from school due to illness or medical reasons, the school will not supply work for these periods – pupils should be well enough to undertake any work supplied.

There may be exceptions to the above and the classroom teacher will decide whether homework should be set on a case-by-case basis.

If a pupil is absent for a long period of time, the teacher and the parents of the pupil will agree on what should be done and how much help should be provided.

Pupils who fail to complete homework

All pupils will be expected to complete homework on time.

Teachers will keep records of pupils completing homework which are regularly checked.

Pupils will be rewarded through our behaviour system when they complete their homework.

If pupils fail to complete homework, teachers will contact parents to find what the reason for this is.

Teachers will make efforts to support pupils who are struggling to complete homework and will raise any concerns regarding their pupils' ability to complete homework to the principal and/or parents as appropriate.

Marking homework

Homework will be marked in accordance with the school's Marking and Feedback Policy.

In general, homework will be marked orally with the pupil or class focusing on misconceptions and common errors. Work will be acknowledged with a sticker, stamp or comment.

Pupils with SEND

A balanced approach to homework will be adopted for pupils with SEND, in consultation with the pupil's parents and the SENCO.

Where appropriate, the school will set adjusted or specific tasks for pupils with SEND as outlined in their individual education plans.

While pupils with SEND may benefit from differentiated tasks separate from the homework received by other pupils, they will also complete as much standard homework as possible.

Pupils with SEND will be supported in accordance with the school's SEND Policy.

Equal opportunities

The school will ensure that it provides the full range of opportunities for all pupils, regardless of gender, sex, disability, sexual orientation, ethnicity and social, cultural or religious background.

All pupils will have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability.

Monitoring and review

This policy is reviewed annually by the principal

Any updates to this policy will be shared with parents, pupils and staff.

The scheduled review date for this policy is July 2023.