



**BEECHWOOD**

Primary School

## **HOMEWORK POLICY**

**SEPTEMBER 2023**

**Autumn Term**

Approved by: **Learning & Outcomes Committee**

Date:

Last reviewed on: **September 2023**

Next review due by: **September 2025**

# HOMWORK POLICY

## 1. Rationale:

The Headteacher, governing body and staff of Beechwood Primary School are committed to raising standards, establishing high expectations and promoting effective teaching and learning. We believe that through effective homework tasks, we can engage, inform and educate the pupils at Beechwood further and thus contribute to improved attainment. In this policy we set out the principles and procedures that will guide our practice in relation to improving the standard of homework across the school.

## 2. Aims:

As a school we aim to:

- ensure that parents are clear about what their child is expected to do;
- ensure consistency of approach throughout the school;
- use homework as a tool to help continue to raise standards of attainment;
- improve and extend the quality of the learning experience offered to pupils 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;
- practise or consolidate basic skills and knowledge, especially in maths and English;
- encourage children to develop the responsibility, confidence and self-discipline needed for future independent study;
- prepare Year 6 pupils for the transfer to secondary school.

## 3. The Nature of Homework:

The nature of homework will always be determined by the age of the child, their ability and prior learning experiences. It is important to remember that when expecting and setting homework there are a number of points to consider:

- ✓ The nature and type of homework changes throughout a pupils school career;
- ✓ The amount and frequency of homework should increase as a pupil gets older;
- ✓ Homework should not cause undue stress on the pupil, family or the teacher;
- ✓ Homework will not necessarily come in the form of a written task;
- ✓ Homework should be set regularly from the Foundation Stage to Year 6;
- ✓ Expectations should be clearly explained and accessible to both pupils and parent/carer(s).

## 4. Recommended Time Allocation:

Homework should never be too onerous nor should it ever create stress within the pupil's family. If parents have any concerns, they should not hesitate to contact the school. Normally, short sessions of daily practice are to be encouraged for reading, learning spellings and recalling mathematical facts. Optional projects linked to themes (Dojo homework) will be handed out at the start of a theme and need to be handed in at the end of

the theme. The time dedicated to completing these projects will depend on the age and stage of the individual child and the nature of the task given. Freedom will be given to pupils in order to present their projects in different ways. In addition to theme projects, children will be given a knowledge organiser at the start of a theme with key information. They will be expected to learn and further research this information in preparation for mini-quizzes each week.

## **5. Homework Tasks:**

Listed below are a number of example tasks and activities that might be given as homework. This is by no means an exhaustive list and is open to constant change, although many of these tasks and activities will be used on a regular basis. All homework tasks and activities will have a clear purpose and assist pupils in the process of their academic development.

### **Foundation Stage**

These will include activities based around basic skills in reading, writing and maths, for example:

- Literacy based activities such as reading books and 'word list' words, letter and rhyme of the week activities, reciting nursery rhymes;
- Maths based activities such as counting up and down stairs, identification of shapes in the environment and sorting socks;
- Physical activities such as playing with playdough, fastening and unfastening buttons and zips; and jumping, skipping and hopping games.

### **Key Stage One**

There will be five main homework activities:

- Four times weekly (minimum) reading of their school reading book to an adult;
- Weekly spellings or flashcards relating to phonics teaching;
- Weekly maths facts;
- Learning key 'theme' facts from a knowledge organiser;
- An optional project relating to the 'Mission Possible' theme which they are currently studying (Dojo Homework).

### **Years 3 & 4**

There will be six main homework activities:

- Three times weekly (minimum) reading of their school reading book to an adult;
- Weekly times tables;
- Weekly spellings to be learnt;
- Learning key 'theme' facts from a knowledge organiser and further researching areas of interest;
- An optional project relating to relating to the theme which they are currently studying and covering different areas of the curriculum (It is expected that KS2 children will spend a minimum of one hour on this Dojo Homework);
- Optional additional homework sheets linked to the maths and/or English work taught during the week.

## **Years 5 & 6**

There will be six main homework activities:

- Three times weekly (minimum) reading of their school reading book to an adult;
- Weekly times tables;
- Weekly spellings to be learnt;
- Learning key 'theme' facts from a knowledge organiser and further researching areas of interest;
- Maths homework related to the current unit being taught
- SPAG homework related to the current unit being taught

*See Appendix A for further guidance*

### **6. Rewards and Sanctions:**

Each child will be rewarded for completing homework on time and returning it to school. Dojos will be awarded for each separate piece of homework completed and returned.

Where the class teacher feels that reading or other homework (with the exception of optional Dojo Homework) has not been completed, the child will be asked to go to attend a 'Reading Catch Up' and/or 'Study Support' after school clubs as appropriate. These sessions will take place afterschool on a Monday and will be supervised by school staff. Each time a child attends one of these sessions their name will be recorded and, after four separate incidences, the parents/carers will be contacted and invited in to discuss this issue with the class teacher. Pupils in Year 5 and 6 who complete their homework but require additional support may also be signposted to Study Support.

*See Appendix B for further guidance*

### **7. Role of the Class Teacher:**

The role of the classroom teacher is to:

- provide an explanation of homework tasks to parents when necessary and give guidance of how they might assist their child. This may be done by a note with the work, through discussion at stay and play sessions in the Foundation Stage, at parent's evening or any other time that a parent/carer requests support;
- set up regular homework in an easily followed routine;
- ensure that homework is set consistently across classes in each key stage;
- ensure any homework is purposeful and links directly to the curriculum being taught;
- reward and praise children who regularly complete homework tasks;
- give brief feedback to pupils in relation to homework completed.

If a child is absent due to illness, homework will not be sent home. It is assumed that the child would be too ill to work. However, 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 SLT first.**

## 8. Role of Parents/Carers:

The role of the parent/carer is to:

- sign a home school agreement **annually and return it to school** (this outlines expectations in relation to homework);
- support the school by ensuring that their child spends time completing the homework;
- complete their child's reading record each time that the child reads at home;
- encourage and praise their child when they have completed their homework;
- become actively involved and support their child with homework activities;
- make it clear that they value homework and they support the school by explaining how it can help learning.

Parents/carers who have queries about homework should not hesitate to make an appointment to see their child's class teacher in the first instance.

## 9. Role of the Headteacher and Governing Body:

The role of the headteacher and governing body is to:

- check compliance of the policy;
- meet and talk with parents when appropriate;
- discuss with staff how far the policy is being successfully implemented;
- gather views of the pupils in relation to their experiences of homework;
- inform new parents to the school so that they are aware of the home/school agreement and what it entails.

### HOMWORK POLICY

This policy was adopted at a meeting of the: Learning and Outcomes Governor sub-committee held on:

Date to be reviewed: **September 2025**

#### Signed:

Name of signatory :

S. Harper

J. Cargill

Role of signatory:

Headteacher

Chair of Governors



Children need to be given the following:

HOMework TYPE	TIME TO COMPLETE	SUGGESTED DAY HANDED IN	SUGGESTED DAY HANDED OUT	ADDITIONAL INFORMATION
Dojo Homework	Up to 6 weeks	At the end of half term	At the start of half term	Covering a range of curriculum areas across the year.
Knowledge Organisers	Up to 6 weeks	XXX	At the start of the half term	Weekly quizzes will build on the information from the knowledge organiser.
Reading	1 week	Friday	XXX	There should be a minimum of 3 sessions of reading across the week or 4 if in EYFS or KS1.
Spelling	1 week	Friday	Friday	The children need to be tested on these regularly.
Times Tables/Maths	1 week	Friday	Friday	These can be varied and link to speed tests and key skills.
CGP Books (Y5 and 6 only)	1 week	Friday	Friday	There should be a maths and a SPAG activity linked to current learning.

- Spellings to learn need to depend on the age and stage of the children. Below is a suggested amount for each year group.

Reception	Year 1	Year 2	Years 3/4	Years 5/6
Up to 5 spellings	5 spellings	5-10 spellings	10 spellings	10-20 spellings

- In Key Stage One of for pupils who struggle with reading, reading records should be brought in daily and checked/acknowledged weekly with stampers. If a child is not completing their reading homework, the appropriate stamp must be put in the reading record.
- In Key Stage Two, reading at home will be monitored via reading diaries, Accelerated Reader and the completion of AR quizzes.



**HOMework REWARDS**

If homework is handed in on time, as a reward, the children will be given a 'dojo' for each piece of homework. The 'Dojo' homework projects have a number of dojos associated with them. At the end of the half term, a celebration event will be held and certificates handed out.

**HOMework SANCTIONS**

Parents/carers sign to say that they will support their child with homework on the **annual** home/school agreement.

If a piece of homework is not handed in on time, the following procedure needs to be followed:

<b>First Time</b>	Verbal reminder. The child is asked to bring it in to school the following day.
<b>Second Time</b>	Verbal reminder. Name recorded on catch-up sheet and child completes homework in class catch-up or is signposted to <b>Reading Catch-Up</b> or <b>Study Support</b> sessions.
<b>Third Time</b>	Name recorded on catch-up sheet and child completes homework in <b>Reading Catch-Up</b> or <b>Study Support</b> sessions.
<b>Fourth Time</b>	Name recorded on catch-up sheet and letter sent to child's parents. <b>Child completes homework in 'Reading Catch-Up' or 'Study Support' sessions.</b>
<b>Additional Times</b>	Repeat the process above but after 3 more times, invite the child's parents in to discuss the problem further.

Please keep an ACCURATE, UP-TO-DATE log of children requiring class catch-up sessions on the proforma provided. These will be monitored regularly by the Phase Leads to check on the number of children not completing their homework.