



Lutley Primary School Homework Policy

Spring 2024

Revision 8

1 Introduction

1.1 At Lutley we believe that homework should be a part of a child's education and that our children can benefit from the mutual support of parents and teachers in encouraging them to learn both at home and at school. One of the aims of our school is for children to develop as independent learners and we believe that homework is one of the ways in which children can acquire the skill of independent learning. It can also be a way of establishing a meaningful dialogue between home and school. In line with the UN Convention on the Rights of the Child, children have the right to a good quality education (article 28). Children also have the right to play and rest (article 31) and all adults will encourage children to do so outside of school in addition to any work that has been set.

2 Aims and Objectives

2.1 The aims and objectives of homework are:

- To help pupils to make progress in their academic and social development;
- To help pupils develop the skills of an independent learner;
- To promote retrieval practice so that children can remember more;
- To promote a partnership between home and school in supporting each child's Learning;
- To consolidate and reinforce learning done in school and to allow children to practise skills taught in lessons;
- To help children develop good work habits for the future.

3 The Role of Parents

3.1 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 parents to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly and by discussing the work that their child is doing. Parents are encouraged to check their child's pupil planner regularly for comments from teachers and to communicate with their child's teachers. In the planner, you will see number bonds or times tables that your child should practice daily in addition to reading. Parents should tick the boxes in the planner to indicate which aspects that children have completed. In key stage two, children change their book when they have completed an Accelerated Reader quiz. In EYFS and key stage one, children change their book once parents have signed to say that the book has been read at home.

Homework Policy

3.2 If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher either via the planner or through an informal message on the door in the morning.

4 The Role of the Child

4.1 We believe that all children should take responsibility for remembering to take their homework, spellings and reading books home in order to complete the work set and remember to bring them back in to school on the due date.

5 The role of Teacher

5.1 Each teacher will;

- Set meaningful homework;
- Provide feedback to the child and/or parent where necessary verbally or through the child's planner;
- Parents are assured that if there is an issue with the homework they will be contacted individually by the class teacher (see above point).

6 Types of Homework

6.1 We set a variety of homework activities. We encourage the children to read by giving them books to take home to read with their parents. This will be a phonics book and reading for pleasure book. We also ask children to learn spellings or mathematical tables as part of their homework. Not all homework will necessarily be written and it may involve playing number or word games. Sometimes we ask children to find information about a topic at home, prior to studying it in school, which may involve a trip to the local library.

6.2 Types of Homework EYFS

- Tapestry challenges are set weekly focusing on our bespoke curriculum, but they also develop key skills from the seven areas of learning and development. Such as 3D shape in Maths and discovering different occupations in Understanding the World;
- The sounds and key words to learn related to the school's phonics programme are shared on Tapestry;
- A reading for pleasure book and a phonics reading book linked to the school reading scheme; are sent home accompanied with the child's planner for parents to sign and make any comments they feel necessary.

6.3 Types of Homework Year 1

- At least fortnightly, English and maths activities where appropriate linked to the assessment for learning of individuals - this will be communicated via the planner;
- Practice of a key skill taught in year 1 such as: learning number bonds or count in multiples of 2s, 5s and 10s;
- Tasks on Numbots;
- Spellings related to the sounds being taught in school that week along with two spellings from the year 1 and 2 word list from the National Curriculum;
- Daily reading of the child's reading books linked to the school reading scheme to share with parents, accompanied by the child's planner for parents to sign and make any comments they feel necessary;

Homework Policy

- Explore and discuss questions linked to the child's knowledge organiser.
- Year 1 also send home handwriting practice.

6.4 Types of Homework Year 2

- At least fortnightly, English and maths activities where appropriate linked to the assessment for learning of individuals - this will be communicated via the planner;
- Spellings related to the sounds being taught in school that week along with two spellings from the year 1 and 2 word list from the National Curriculum;
- Daily reading of the child's reading books linked to the school reading scheme to share with parents, accompanied by the child's planner for parents to sign and make any comments they feel necessary;
- Practice of a key skill taught in year 2 such as: Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward;
- Tasks on Numbots;
- Timestable Rock Stars – online tool to promote the learning and remembering of multiplication facts;

6.5 Types of Homework Years 3, 4, 5 and 6

In Years 3, 4, 5, and 6 we continue to give children the sort of homework activities outlined in paragraph 6 but we expect them to do more tasks independently. We set English, reading, spelling and /or maths homework each week on Google Classroom. This may be through Century, an online programme we use. We expect the children to consolidate and reinforce learning done in school through practise at home.

6.6 Types of Homework Years 3, 4, 5 and 6

- English or maths activities are set weekly for Y3, 4 and 5, Y6 are set English and maths weekly– this will be communicated on Google Classroom. Sometimes children will have a piece of work which is not English or Maths. They may have a homework related to another curriculum area;
- English and maths activities may include some e-learning opportunities such as Timestable Rock Stars or Century;
- 'Flipped learning' may be used – this involves children using websites/videos to pre-learn concepts before going into school to apply what they have learnt and participate in discussion with other children and the class teacher;
- Spellings related to the sounds, spelling rules or letter strings being taught in school that week along with two spellings from the year 3 and 4 word list or year 5 and 6 word list from the National Curriculum;
- Those children still on the reading scheme will bring home their school reading book on completion to share with a parent;
- A book to read linked to Accelerated Reader and quiz to complete when ready;
- Practice of a key skill taught that particular year group such as: recall all multiplication facts up to 12 x 12;
- Explore and discuss questions linked to the child's knowledge organiser;
- Talk topics, discussions or finding out information may be set as homework.
- Handwriting (Kinetic Letters videos) may be set for extra practice.

6.7 Following the completion of homework, the teacher will keep a record of completed homework. Homework is stored in school or Google classroom and if there is an issue or

Homework Policy

misconception the teacher will feed back to individual parents and pupils. The teacher will monitor the completion of homework and inform the child of any praise for completion.

6.8 House points and a range of praise, rewards and prizes will be used to motivate pupils. Any work incomplete will be completed in their own time and handed back in.

7 Amount of Homework

7.1 We increase the amount of homework that we give the children as they move through the school.

EYFS and Years 1 and 2	We expect children to spend approximately one hour a week doing homework, which includes reading with a parent. This equates to reading for approximately 10 minutes per day.
Years 3 and 4	We expect children in Years 3 and 4 to spend approximately 15–20 minutes per night on homework this includes reading, learning times tables, spelling and specific homework tasks.
Years 5 and 6	We expect children in Years 5 and 6 to spend approximately 30 minutes per night. Once again, this includes reading, learning times tables, spelling and specific homework tasks.

8 Pupils with Special Educational Needs

8.1 We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way. Where children have Assess Plan Do Review (APDR) targets or reports from the Learning Support Service, we refer to these when setting homework. Parents are encouraged to work on these targets at home in addition to their child's homework. Reasonable adjustments will be made when appropriate including paper based homework.

9 Monitoring and Review

9.1 The homework policy will be formally reviewed every two years. However, parents complete a questionnaire every year and the school will pay careful consideration to any concern that is raised at that time regarding homework.

10 Equal Opportunities

10.1 This policy adheres to all the principles, aims and objectives set out in the school's Equal Opportunities and Race Relations policy and the Special Educational Needs and Disability policy.