

HOBBS HILL WOOD PRIMARY SCHOOL

Homework Policy

Committee	School Improvement
Author	Headteacher
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Frequency of Review	4 years
Next review Date	Spring 2029

Our Vision

Aiming for excellence; creating equal opportunities for each individual to develop academic and life skills so they can make a positive contribution to their community and become lifelong learners.

Our Mission

Inspiring confident and independent learners

Our Values

We believe that children should be able to enjoy the rights and uphold the responsibilities of the school charter.

School Charter

We have the right to:	We have a responsibility to:
Be safe in school and online	Behave in a safe way
Learn	Listen and try our best
Be supported with our learning	Support and help each other
Be happy, play and have fun	Share, be kind, polite and considerate towards others
Be respected and treated fairly	Be helpful and responsible
A clean and purposeful environment	Recycle and keep the class and school environment tidy

Policy for Homework

Purpose

The aim of our homework policy is to promote learning beyond the school day as an essential part of good education. We believe that homework not only reinforces classroom learning, it also helps children and young people to develop skills and attitudes that they need for successful lifelong learning. It should support the development of independent learning skills, including the habits of enquiry and investigation, and it should help to foster the role of parents and carers in supporting the education of their children. We will make every effort to combat disadvantage, for example by considering the need for after-school study support with access to resources such as technology and mentoring.

Homework should serve to give pupils the opportunity to develop and practice key skills in maths and English and develop an enquiring mind in Foundation subjects. It should be specific and objective.

- Homework is a valuable extension to develop work being done in class.
- Homework is given to enhance the child's learning.
- Homework is seen as a useful bridge between home and school, helping parents to know the work of the class, and the skills and abilities of the child.
- Homework allows parents to become directly involved in their child's learning
- Homework should be a positive and successful experience for the child

Relationship to other policies

The policy refers to commitments made in the home-school agreement, and also relates to the curriculum policy, the teaching and learning policy and to the policy for assessment, recording and reporting.

Roles and responsibilities of headteacher, other staff, governors

The **Headteacher** will ensure that homework is:

- an integral part of the curriculum and is planned and prepared alongside all programmes of learning
- appropriate to the age, ability and circumstances of the pupils, taking into account special educational needs
- coordinated in order to be manageable for children on a daily basis
- informed by DfE guidance.

Teachers will ensure that:

- A consistent approach to homework is planned across both classes and throughout the year
- pupils and parents are given a timetable for homework at the start of each term
- homework is set and marked in line with guidance and agreed standards
- tasks are differentiated and well structured taking into account a pupil's needs and ability
- pupils understand the purpose of the homework tasks
- Pupils are provided with appropriate support to enable them to successfully complete the activity
- it is clear to pupils how their homework consolidates and extends the work they are doing in school.

Pupils will be:

- required to record the homework tasks in homework diaries to ensure their understanding of them
- demonstrate a commitment to spending a minimum amount of time completing the tasks (see appendix 1).
- required to return their work on time (see Appendix 2).

Parents will

- encourage and monitor homework and inform their child's teacher by email if an issue arises.

Arrangements for monitoring and evaluation

Subject leaders will monitor homework by checking lesson plans, pupils' work and home-school diaries. On an annual basis, a random sample of parents and pupils will be surveyed for their views on the effectiveness of the current practice, and the Senior Leadership Team will review the effectiveness of this policy.

Equal opportunities

This policy applies to all children regardless of ability, race, gender, religion, social background, culture or disability

Policy review

This policy will be reviewed in January 2029.

Appendix 1

Content

- Homework is only set on 3 days (Mon/Tue/Wed) with the exception of reading, phonics/spellings and times tables.
- Homework must be short, specific, focussed and appropriate to the needs of the child.

The table sets the minimum expectations for homework and children are welcome to spend more time if appropriate for their needs and the type of task. (Children with special educational needs may have different activities set for them than the ones below)

Year	Homework	Time
N	Read (non-word books) – daily* Library book weekly Phonics activity	As appropriate to the child's development
R	Reading – daily* Phonic/spelling activity – daily* Library book weekly Numbots activity	Short daily* activities as appropriate to the child's development
1	Reading – daily* Phonic/spelling activity – daily* Numbots/TTRockstars – minimum of 5 minutes/week	Short daily* activities as appropriate to the child's development (no more than 10 minutes/day)
2	Reading – daily* Phonic/spelling activity – daily* TTRockstars – minimum of 10 minutes/week	Daily* reading, spelling and number activities (up to 15 minutes per day)
3 & 4	Reading – daily* Spellings – daily* TTRockstars – minimum of 10 minutes/week Mondays – Spelling activity Tuesdays – Maths activity Wednesdays – English activity Project homework is set termly	Minimum of 15 minutes plus reading/spellings
5 & 6	Reading – daily* Spellings – daily* TTRockstars – minimum of 10 minutes/week Mondays – Spelling activity Tuesdays – Maths activity Wednesdays – English activity Project homework is set termly	Minimum of 20 minutes plus reading/spellings

*We appreciate that many children have activities after school and that 'daily' activities are sometimes difficult. Where we use the term 'daily', we would ideally like children to do these activities 5 days a week but we are happy

for parents to be flexible about this to suit family activities as long as sufficient time is spent on these activities during the week.

Points to Note:

- In Years 3 to 6, children are allowed to take home reading books and library books at any time.
- Tasks may vary in their nature and are not always of formal pen and paper style.
- Homework tasks are not optional.
- Homework is marked/acknowledged and appropriate feedback given to children.
- Homework is usually set to be returned the following day.
- Homework is not set over the weekend.
- Support for families on how to approach homework and make it manageable for pupils and parents will be provided by the school.

Home-School Record Book

- Homework is listed in the Home-School Record Book by the child, teacher or teaching assistant.
- The Home-School Record Book is also used as a Reading Record.
- It is the responsibility of the parent to check details of the homework set. Parents may initial the book to show that the homework has been completed.
- Parents may write comments in the Home-School Record Book, rather than on the child's work.
- Spelling and Times Tables weekly test scores are recorded in the Home-School Book
- Yellow cards for behaviour may be recorded in the Home-School Book
- It is the responsibility of the staff to ensure that this policy is followed; the child to complete homework that is set; the parents to support their child.

Appendix 2

Approach to non-completion of homework

The first time a pupil fails to complete homework in the required timeframe (usually the next day), a verbal reminder is given to bring the homework the following day.

Further instances of failing to complete homework in the required timeframe lead to a phone call (usually made by the teaching assistant) to alert the parent to the homework issue and requesting that it is sent in the next day. If the homework is not completed as requested then a consequence (usually a yellow behaviour card) is issued.

Persistent failure to complete homework is followed up by the Assistant Headteacher for the relevant Key Stage or, if necessary, by the Headteacher.