



Hadley Wood Primary School Homework Policy

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Homework Policy

We believe that education is a life-long process. A child's education does not cease when he /she leaves our school premises, learning at home is an essential part of good education.

Homework is any work or activity completed outside lesson time, either alone, with parents, or others and homework make an important contribution to progress at school.

Homework should enhance learning through:

- Develop an effective partnership between school and parents for each child's education, as children achieve more when teachers and parents work together,
- Consolidate/reinforce skills and understanding, particularly in writing and number
- Opportunities to rehearse skills taught in school
- Personalising learning and developing children's self-motivation and self-confidence
- Providing extension activities
- Develop confidence, independence and the self-discipline needed for personal study in preparation for secondary school and beyond
- Provide opportunities for parents and children to work together to enjoy learning experiences

From the Early Years simple games, learning spellings, and of course, reading with parents provides valuable opportunities for the practice/reinforcement of key skills in a supportive environment. As children get older they need to develop the habit of regularly devoting short periods of time to personal study. All children are expected to take part in a variety of homework tasks to enhance and support their work in class.

This homework policy is designed:

- To ensure consistency of approach throughout the school
- To ensure progression towards independence and individual responsibility
- To ensure parents/carers have a clear understanding about expectations for themselves and the pupils.
- To extend and support learning
- To provide opportunities for parents and pupils to work in partnership and enjoy learning experiences

The emphasis of homework activities is on the development of core early reading, writing and number skills throughout Early Years and Key Stage 1. Other activities are added as children move up the school. Regular reading is vital.

Reading

As a school we prioritise our pupils developing a life-long love of reading for pleasure. To support this, it is expected that all children will read at home and/ or share their reading book with their parents daily. In KS1 this will include daily practise with the colour-banded RWI books (until the completion of RWI) and then banded levelled books, which have been sent home by the school. In KS2 reading may include being read to, reading novels, computer text, newspapers, letters, magazines, comics and non-fiction books as well as completing regular comprehension tasks.

Accessing and uploading homework

All homework will be set on our online platform. Office 365 where you are able to upload comments, photos and videos in response to the homework set. Your child will receive a comment or sticker celebrating the learning they have done at home.

However, where access to a computer is limited, the school will accept paper copies of any homework set. This will be marked by the class teacher and returned to the child.

Reception

- Children will receive two reading books each week once they are able to blend sounds. These are to be read daily in short frequent bursts and we ask that you record this in their reading record. Prior to this, each child will receive their own set of flashcards and, when appropriate, blending sheets
- Mathematics activities are set weekly based on the learning that has been introduced in school. This gives your child the opportunity to apply their learning and gives you a clear picture of the skills and knowledge we are covering at school.
- A speaking and listening activity will also be set each week. This is to encourage your child to talk about a specific theme, listen to you and respond appropriately. These tasks may be used to launch a new topic so you will be discussing a stimulus with your child, for example, a poem, story or image.

Year 1 and 2

- Homework is set on Friday and is due in the following Wednesday. Spellings are set on a Monday using Spelling Shed and tested throughout the work to ensure application in the children's written work. Spelling patterns and sounds are taught daily to embed learning throughout the week.
- Children should read at home daily with an adult. Parents are asked to sign their reading record daily to show that this has taken place.
- A mathematics activity which links to the topic covered in class will also be set each week.
- Children in Year 2 will also be expected to learn their times tables where appropriate. These are set on TT Rockstars.

Years 3, 4, 5 and 6

- Homework is set on Friday and is due in the following Wednesday
- Spellings are given out on a Monday and are tested the following Monday. The children are taught the spelling patterns and rules, in class, throughout the week. For their homework task, children will be expected to write sentences using the spelling words set for the week.
- Reading, spelling and the learning of number facts (including times tables and number bonds) should be practised daily. For guidance on what number facts are useful for each year group see the maths guide for each year group.
- Additional English and maths tasks will be set when appropriate e.g. to practice newly written methods of calculations.
- Class teachers will set times tables homework via TT Rockstars in KS2 and Spelling Shed homework will be set regularly across KS2 to reinforce the patterns covered in class.

Marking

The marking of homework will provide children and parents with feedback which reflects how well the objectives of the homework have been met. All homework will be formally acknowledged by the class teacher and marked consistently on a weekly basis. Depending on the type of homework completed, feedback may also be given verbally to children.

Home School Partnership

Children are expected to complete their homework weekly. Teaching staff will monitor the completion of homework on a weekly basis. Where a pattern emerges of non-completion, teaching staff will communicate this with the parents.