



LADYBARN PRIMARY SCHOOL

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HOMEWORK POLICY

September 2023

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Date: September 2023

Review date: Autumn 2029

This homework policy has been reviewed in the light of comments retrieved from parental questionnaires and parental consultations.

We believe homework consolidates and reinforces skills and understanding in numeracy, literacy and other curriculum areas, helps raise the level of achievement of individual pupils, provides opportunities for parents/carers and children to work together and, thereby, fosters an effective partnership between home and school.

We value the support of parents/carers and we believe that this policy will be successful if there is a strong partnership between home and school which is reflected in the Home-School Agreement. Parent/carers support with homework is vital. This includes discussions between parents/carers and their children during homework activities, which may involve activities aimed at supporting talking and listening.

We recognise that all children need leisure time and hope that our policy reflects a balance so children can extend and consolidate their learning with parental support while still allowing ‘down time.’

A breakdown of how homework is structured is provided below. This has been designed to encourage a gradual progression of skills and expectation so by the time children reach Year 6 they have established a clear routine in preparation for high school. Most of the homework is provided over Seesaw, for completion over the course of a week, fortnight or term so it can be made to fit around family lifestyles and commitments. Other homework e.g. reading, multiplication tables, spellings are proven to be better when completed in shorter daily sessions.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

The Governing Body will ensure, that in the cycle of policy reviews, that policies and practices are scrutinised to identify the effects they have on individuals or groups of people in relation to equality.

Foundation stage – Nursery	Daily reading – reading for pleasure book and decodable book or keyword cards <ul style="list-style-type: none"> • Weekly phonics activity – linked to phonics delivery in class • Talking homework – an activity linked to any learning completed in Daily reading – reading for pleasure book and decodable book or keyword cards
Foundation stage – Reception	Weekly phonic activity – linked to phonics delivery in class <ul style="list-style-type: none"> • Link to learning homework weekly
KS1 - Year 1	<ul style="list-style-type: none"> • Reading book daily

	<ul style="list-style-type: none"> • Spelling list - phonics related list for learning the sounds • Counting - on going and tested • One piece of weekly homework which could be maths, word level work, grammar or learning facts
KS1 – Year 2	<ul style="list-style-type: none"> • Reading book daily • Spelling list - to learn each week and tested • Times tables / counting on going and tested • One piece of weekly homework which could be maths, word level work, grammar or learning facts
KS2 – Years 3 to 5	<ul style="list-style-type: none"> • Reading book daily • Spelling list - to learn each week and tested • Times tables- on going and tested • One piece of weekly homework which could be maths, word level work, grammar or learning facts
KS2 - Year 6	<ul style="list-style-type: none"> • Reading book daily • Spelling list - to learn each week and tested • Times tables - on going and tested • One piece of weekly homework which could be maths, word level work, grammar or learning facts • Further homework in preparation for SATs – Spring term
Homework books	<ul style="list-style-type: none"> • KS1 and KS2 have 1 book which includes all homework
Access	<ul style="list-style-type: none"> • Homework will be set to make sure that children can access the learning. Children may need support materials sent home to allow them to access the homework. It may be appropriate for children to have homework which is aimed at their individual targets. • From time to time school may be needed to support children in completing homework. If this is the case teachers will endeavour to support children throughout the week in completing homework • The time period from setting homework activities to returning to school will be long enough to not disadvantage children with active lifestyles outside of school. Homework is set on a Friday to return on a Wednesday.
Marking / Feedback	<p>All children receive feedback on their homework in a variety of forms such as:</p> <ul style="list-style-type: none"> • Verbal • Written • Class discussion • Praise and recognition <p>Depending on the task, marking of homework could be done by a variety of people ie teacher, teaching assistant, peer marking, self-marking</p> <p>Parents are asked to:</p> <ul style="list-style-type: none"> • Encourage their children to talk about the feedback they have received • Contact the school if they have any concerns
Local Governing body	<p>The Local Governing Body has nominated link governors to specific curriculum areas to visit the school regularly, to liaise with the appropriate subject leader and to report back to the Local Governing Body.</p>
Head of School	<p>The Head of School will:</p> <ul style="list-style-type: none"> • Promote this policy by raising its status and importance

	<ul style="list-style-type: none"> • Ensure that homework is built into teachers planning • Provide supportive guidance for parents; • Keep up to date with new developments with regard to homework • Monitor and evaluate this policy
Teachers	<p>Teachers must:</p> <ul style="list-style-type: none"> • Integrate homework into their planning • Set interesting tasks or activities • Set homework appropriate to each child • Set tasks and activities designed to consolidate and reinforce skills and understanding in numeracy and literacy and enhance cross curricular teaching • Explain when, what and how the work is to be done so that each child clearly understands • Provide examples of some activities to support home • Where appropriate differentiate to cater for the children’s level • Ensure that feedback either written or verbal is given • It is very important that children complete homework tasks. If they are not completing tasks and there are no issues in accessing the tasks, parents will be spoken to and a letter will be sent home to remind of the importance of homework. If this continues, homework will need to be completed during the week in school.
Parents/carers	<p>Parents/carers are asked to:</p> <ul style="list-style-type: none"> • Praise the value of homework to their children • Provide a suitable space in their home where their children can concentrate on their homework • Establish a homework routine such as no television; • Provide materials pens, pencils etc. • Go through the homework before their child starts and discuss the completed work when finished • Make the experience pleasurable • Find time to work with their child or be at hand if a problem arises • Discuss, encourage and praise their child’s efforts • Contact the school if they are not sure of some aspect of the homework or if their child is experiencing difficulties in doing it • Contribute to school evaluation
Children	<p>Children are asked to:</p> <ul style="list-style-type: none"> • Complete their homework and hand it in on time • Listen carefully in class to make sure they understand what is asked of them • Contribute to pupil interviews and pupil questionnaires on homework • Complete their homework using appropriate writing materials have a go at all their homework activities
Review	<p>The effectiveness of this policy will be reviewed every 5 years or when the need arises, and the necessary recommendations for improvement will be made to the governors.</p>