

# Glade Primary School

## Homework Policy



**Growing, Learning & Achieving with  
Dedication & Enthusiasm**



## **GLADE PRIMARY SCHOOL HOMEWORK POLICY**

Effective communication between home and school supports children's attainment. Regular and appropriate support at home is essential to children's success in achieving the highest standards in learning and behaviour.

### **AIMS**

- To ensure that children develop greater confidence by practising and consolidating classwork
- To enable children to attain well and make good progress
- To enable parents to understand and support their children with what they are learning at school so that learning is reinforced and secure

### **IMPLEMENTATION**

- Homework is set in relation to the child's attainment and future learning.
- Children from Reception to Year 6 are given homework for English and/or Maths. This includes Spellings, Grammar and Times tables as appropriate.
- Google Classroom is our main online platform for homework.
- Occasionally, worksheets and mini-projects are given.
- Appropriate level of work is provided to ensure that every child is sufficiently challenged.
- All homework is either completed online, in a homework book or recorded directly in the CGP workbook for Maths and English.
- Examples to illustrate homework, if appropriate, are given, to ensure parents have all the relevant information.

### **CONTINUITY AND PROGRESSION**

- Year group teachers liaise in setting homework to ensure agreed standards.  
(See Appendix 1)
- Homework books/folders are kept as a record.
- Teachers keep a class record of completed homework.

### **EXPECTATIONS**

- Children are expected to complete and bring in their homework on time.
- Work must be presented to the best of the child's ability.
- Children may be asked to re-do/correct/improve their homework if it is not up to the expected standard.
- Children who do not submit homework on time will initially have the opportunity to attend a lunch-time home-work club to complete their work.
- If non-submission of homework continues over 3 weeks, parents will be contacted.

## **INCLUSION and SEND**

All children will be set homework, however, special considerations are made regarding provision for children with SEND. These are as follows:

- The nature and quantity of homework will be set according to the child's ability and area of need.
- As and when appropriate, agreed homework expectations for each year group will continue to be followed (Appendix 1a).
- In some instances, the nature and type of homework may vary, to facilitate and promote individual progress and attainment.
- Targets from an EHCP or Individual Education Plan may feed into homework where appropriate.
- Homework should not cause undue stress on the child or family.
- Close liaison with the class teacher regarding homework is advised.

## **ASSESSMENT**

- Homework is marked by the class teacher or a peer each week. (See Marking and Feedback policy.)
- Outcomes are used to inform planning of future lessons and misconceptions are addressed.
- SLT and Subject Leaders monitor the provision of homework to ensure implementation, assess effectiveness and highlight strengths and areas for development.

## **PARENTAL SUPPORT**

Here are five productive ways for parents help their children with their homework:

- Develop and establish a study routine.
- Find ways to make homework engaging.
- Utilise additional resources and support.
- Be supportive. We all learn from our mistakes.
- Strike a balance between schoolwork and leisure.
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## **RIGHTS RESPECTING SCHOOL**

As an accredited Rights Respecting School, we are a community where children's rights are learned, taught, practised, respected, protected and promoted. Through the Homework policy, pupils will develop a deeper understanding of the UN Convention on the rights of the Child, with particular reference to Articles 28 and 29.

## **REVIEW**

This policy will be reviewed biennially.

Date of next review April 2024



## Appendix 1

### HOMEWORK: Agreed expectations for each year group

Year group	Homework each week	Day out	Return
Reception	Reading daily Phonics weekly Maths and Foundation subjects weekly (alternate weeks)	Friday	Wednesday
Year 1	Reading daily for a minimum of 15 minutes Weekly word list for Spelling test English or Maths (alternate weeks) Science/History/Geography/PSHE - as appropriate Creative writing opportunities as appropriate	Friday	Wednesday
Year 2	Reading daily for a minimum of 15 minutes Weekly word list for Spelling test Grammar weekly English or Maths (alternate weeks) Times-tables Rockstars daily for 5 minutes Science/History/Geography/PSHE - as appropriate Creative writing opportunities as appropriate	Friday	Wednesday
Year 3	Reading daily for a minimum of 20 minutes Weekly word list for Spelling test Maths and English weekly Times-tables Rockstars daily for 10 minutes Science/History/Geography/PSHE - as appropriate Creative writing opportunities as appropriate	Friday	Wednesday
Year 4	Reading daily for a minimum of 20 minutes Weekly word list for Spelling test Maths and English weekly Times-tables Rockstars daily for 10 minutes Science/History/Geography/PSHE - as appropriate Creative writing opportunities as appropriate	Friday	Wednesday
Year 5	Reading daily for a minimum of 30 minutes Weekly word list for Spelling test Maths and English weekly Science/History/Geography/PSHE - as appropriate Creative writing opportunities as appropriate	Friday	Wednesday
Year 6	Reading daily for a minimum of 30 minutes Weekly word list for Spelling test English, Maths and Grammar weekly – CGP workbook for Maths, Comprehension and Grammar. Science/History/Geography/PSHE - as appropriate Creative writing opportunities as appropriate	Friday  Overnight practice work may be provided from time to time where needed/requested.	Wednesday

In addition, optional mini-projects may be provided so children are able to work on developing their problem-solving, Art and Design and technology skills.