

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.