



**Heather Garth
Primary Academy**
Stars Aiming High

Homework Policy

Policy Review Details

This review date is a guideline only and if circumstances or recommendations change then the policy will be reviewed and amended as appropriate.

This policy will be reviewed by the Senior Leadership Team on a 2 yearly basis

Date of Issue: Summer 2023

S. Farr

Chair of Governors Signature

Headteacher Signature

Date of next review: Summer 2025

Homework Policy

Homework Policy

Everyone at Heather Garth believes:

That homework should be focussed and appropriate to consolidate and reinforce skills and understanding in numeracy, literacy and other curriculum subjects. It helps raise the level of achievement of individual pupils, provides opportunities for parents and children to work together therefore fostering an effective partnership between home and school.

Homework also encourages children to develop the confidence and self-discipline needed to study on their own and to prepare them for the requirements of secondary education.

Heather Garth Primary School's recommended time allocation for homework is shown in the table below:

Foundation Stage	Years 1 & 2	Years 3 & 4	Years 5 & 6
Book packs, linked to their developing phonic knowledge, are sent home weekly. Other resources will be sent home to support pupil's learning as appropriate.	1 hour per week	1.5 hours per week	2.5 hours per week
	<ul style="list-style-type: none">• Four reads per week, plus a book review in KS2• Spelling Shed (Years 2-6)• Times Tables Rockstars (Years 2-6)• Homework tasks are given out as a unit related grid at the start of every half term, linked to their learning. These include a selection of literacy, wider curriculum and maths tasks related to their current learning. Each week every pupil chooses one task to complete from the grid and/or tasks given by the class teacher.		

SEAL (Social and Emotional aspects of Learning) and PHSCE (Personal Health, Social and Citizenship Education) homework activities may be set throughout school when necessary.

Parents will need to use their own judgement in interpreting these time expectations with children who work at a slow rate and are reluctant to complete homework. Teachers will also give children specific guidance about when they are expected to complete rough drafts and final copies of a piece of work.

Foundation Stage Children

Although the school has no requirement for Foundation Stage children to complete homework tasks; parental support and involvement in developing early literacy and numeracy skills is very important. Parents will be given guidance about how to help in these areas at the initial Foundation Stage parents meeting and children will bring home items that will support their learning for you to share with your child.

Special Educational Needs

Children with special educational needs may benefit from specific tasks in place of the homework set for other children in the class. However, it is important that they do as much in common with other children as possible.

Organisational Issues

- Homework tasks are given out as a unit related grid at the start of every half term, linked to the areas of learning. These include a selection of literacy, wider curriculum and maths tasks related to their current unit of work. Each week every pupil chooses a task to complete. These tasks can be completed in their homework books.
- Tasks not in their grids may also be set by the class teacher as appropriate.
- Children will be given a specific time allocation to complete their tasks.
- When children do not manage to complete homework within the time expected, parents can endorse unfinished work as having taken the allocated time.
- Parents should inform teachers if there are persistent difficulties with completing homework.
- Teachers are available to discuss homework with parents after school and during termly consultations.
- If children do not have access to IT for completion of on-line homework tasks, the school will provide resources for children upon request.
- Homework should be set to the attainment levels expected in school.

The Role of Parents and Carers in Supporting Homework

Parents and carers should try to:

- Look in their child's homework book to check for any homework. Children will have been informed of the expectation that week.
- Provide a reasonably peaceful and suitable place in which pupils can complete their homework.
- Make it clear to pupils that they value homework.
- Encourage pupils and praise them when they have completed their homework.
- Be involved in interactive homework when it is set.
- Parents may also actively support older children with their homework if they are experiencing difficulties in remembering a skill, reading and understanding instructions or developing a strategy for completing a task.
- Written work should always reflect the child's understanding and achievement.
- Parents are invited to annotate the work to say how they have given support, if this has proved necessary.
- If difficulties are encountered, please bring these to the attention of the teacher so that the child can be given support at school. We want homework to support children's success without creating anxiety and friction at home.