



Ashby Hastings Primary School

"Inspiring minds to foster confidence"

Homework Policy

Adopted by Ashby Hastings Primary School on:	Date: 02/02/2023
This policy will be reviewed	As policies, procedures and regulations are updated.
Version	2.0

For the purpose of this policy, the 'Head Teacher' refers to the Executive Head teacher, Head teacher or Head of School.

Introduction

At Ashby Hastings Primary School, we believe that homework can add much to a pupil's development and attainment and is therefore an important part of a child's education.

Aims of the Policy

Through implementation of this policy, we aim to:

- ensure consistency of approach throughout the school.
- encourage pupils to develop confidence, independence and individual responsibility.
- set homework that is relevant and meaningful for the child and linked to work taking place in school.
- ensure the needs of the individual pupil are considered.
- ensure parents / carers have a clear understanding of the expectations placed on them, and the pupil, by the school.
- improve the quality of the learning experiences offered to pupils.
- provide opportunities for parents and pupils to work together to enjoy learning experiences.
- encourage children to develop long-term strategies for future needs.
- extend learning opportunities for pupils by enabling them to take ownership of their own learning.

Why do we value homework?

- It encourages children to work independently.
- It can reinforce learning.
- It encourages good habits.
- For children in years 5 and 6 it will be good preparation for secondary school.
- It gives opportunities for parents/carers to work with their child and be involved in their learning

Homework can be a useful way of consolidating and extending learning.

Principles

- The amount and difficulty of homework is tailored according to the child's age and ability.
- Sufficient time is allowed for the completion of homework to allow for a healthy home/school work balance.
- As the children progress through the school the amount of homework increases.
- Teachers ensure that the tasks are differentiated, purposeful and aimed at developing and consolidating basic skills.
- Teachers provide parents and pupils with clear learning objectives and motivational instructions for tasks as well as clear examples of work to guide both children and adults.
- High expectations for neat presentation are in place to ensure that children maintain a similar high standard of work at home as in school.
- Homework should be linked to previous learning and key skills and must be meaningful and relevant.

Expectations

To support us in providing the best for each of our pupils, we ask that parents / carers work in partnership with us to support their child by:

- taking an active interest in their child's homework, ensuring expected homework is completed on a weekly basis.
- supervising and enabling them to complete tasks.
- encouraging them and praising their efforts.

Year	Homework Expectations
EYFS	<ul style="list-style-type: none"> • Reading – (5-10 minutes at least 4 times per week). Comments to be recorded in the home / school reading diary to update teachers of what has been read and progress made at home. • Specific tasks (linked to the child’s current learning in class) may be set and recorded in the home /school communication book.
Y1	<ul style="list-style-type: none"> • Reading – (5-10 minutes at least 4 times per week). Comments to be recorded in the home / school reading diary to update teachers of what has been read and progress made at home. • English and Maths activities will be alternated and sent out weekly. Activities to be recorded in the homework book provided by school.
Y2	<ul style="list-style-type: none"> • Reading – (10 minutes at least 4 times per week). Comments to be recorded in the home / school reading diary to update teachers of what has been read and progress made at home. • English and Maths activities will be alternated and sent out weekly. Activities to be recorded in the homework book provided by school. • Relevant spellings and times tables focused activities will be sent out as appropriate.
Y3	<ul style="list-style-type: none"> • Reading – (10 / 15 minutes at least 3 times per week). Comments to be recorded in the home / school reading diary to update teachers of what has been read and progress made at home. • English and Maths activities will be alternated and sent out weekly. Activities to be recorded in the homework book provided by school. • Spellings – weekly spellings will be given out and tested the following week. • Times Tables – TT Rockstars – (an online, fun game to support children in learning their times tables) 3 minutes per day is recommended.
Y4	<ul style="list-style-type: none"> • Reading – (15 minutes at least 3 times per week). Comments to be recorded in the home / school reading diary to update teachers of what has been read and progress made at home. • English and Maths activities will be alternated and sent out weekly. Activities to be recorded in the homework book provided by school. • Spellings – weekly spellings will be given out and tested the following week. • Times Tables – TT Rockstars – (an online, fun game to support children in learning their times tables) 3 minutes per day is recommended.
Y5/6	<ul style="list-style-type: none"> • Reading – (15 – 20 minutes at least 3 times per week) Children should ideally still be heard to read regularly at home or discuss their book with others after reading. • English and Maths activities will be alternated and sent out weekly. Activities to be recorded in the homework book provided by school. • Spellings – weekly spellings will be given out and tested the following week. • Times Tables – TT Rockstars – (an online, fun game to support children in learning their times tables) 3 minutes per day is recommended.