



Homework Policy

Believe, Achieve, Celebrate

Revised November 2023 M Woodhouse

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Reviewed by Beth Lovell November 2024

Policy on Homework

1 Introduction

1.1 Homework is anything children do outside the normal Academic day that contributes to their learning, in response to guidance from the Academy. Homework encompasses a whole variety of activities instigated by teachers and parents/carers to support the children's learning. For example, parents or carers who spend time reading stories to their children before bedtime are helping with homework.

2 Rationale for homework

2.1 Homework is a very important part of a child's education and can add much to a child's development. The government made clear its commitment to homework in the 1997 White Paper 'Excellence in Schools', in which homework was described as 'an essential part of good education'. We recognise that the educational experience that any Academy by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home. Indeed, we see homework as an important example of cooperation between teachers and parents/carers. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire the skill of independent learning.

2.2 Homework plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the activities of various out-of-Academy clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at Academy, and we believe that they develop their interests and skills to the full only when parents/carers encourage them to make maximum use of the opportunities available outside Academy.

3 Aims and objectives

3.1 The aims and objectives of homework are:

- to enable pupils to make maximum progress in their academic and social development
- to help pupils develop the skills of an independent learner
- to promote cooperation between home and the Academy in supporting each child's learning
- to provide educational experiences not possible in the Academy

- to consolidate and reinforce the learning done in the Academy, and to allow children to practice skills taught in lessons
- to help children develop good work habits for the future

4 Types of homework

- 4.1 Staff and pupils regard homework as an integral part of the curriculum – it is planned and prepared alongside all other programmes of learning. At Thurnby Mead Primary Academy, we prioritise homework which is focused on spelling, reading, times tables and oracy.
- 4.2 We set a variety of homework activities. In the Foundation Stage and at Key Stage 1, we give children books to take home and read with their parents or carers. We give guidance to parents and carers on achieving the maximum benefit from this time spent reading with their child. We also ask year 2 children to learn spellings or mathematical tables as part of their homework. All children in Years 1-6 will have the opportunity to work at home to prepare a ‘Special Show & Tell’ on a subject of their choice. Children will then present this to their class.
- 4.3 At Key Stage 2, we continue to give children spelling, reading and times tables homework. We also set homework as a means of helping the children to revise for assessment tests in Year 6, as well as to ensure that prior learning has been understood. On occasion teachers may set homework to help to consolidate learning in the classroom.
- 4.4 Homework completed well is acknowledged and praised.

5 Amount of homework

- 5.1 As they move through the Academy, we increase the amount of homework that we give the children. We expect children in FS2 and Key Stage 1 to spend approximately one hour a week doing homework, although this will include reading with a parent. We expect children in Years 3 and 4 to spend approximately 15–20 minutes per night on homework, and children in Years 5 and 6 to spend approximately 30 minutes per night. This is in line with the DCSF guidelines that were issued in 1998.
- 5.2 We expect our children to share this time between spelling, reading and times tables.

6 Inclusion and homework

- 6.1 We set homework for all children as a normal part of Academy life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework to pupils who are named on the register of special needs, we refer to those pupils'

Individual Education Plans (IEPs). We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings.

7 The role of parents and carers

- 7.1 Parents and carers have a vital role to play in their child's education, and homework is an important part of this process. We ask parents and carers to encourage their child to complete the homework tasks that are set. We invite them to help their children as and when they feel it to be necessary, and to provide them with the sort of environment that allows children to do their best. Parents and carers can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.
- 7.2 If parents and carers have any questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the Phase Leader. Finally, if they wish to make a complaint about the Academy homework policy, or the way in which it is implemented, parents or carers should contact the Principal.

8 Monitoring and review

- 9.1 This policy will be reviewed in two years, or earlier if necessary.