

# **Homework Policy**

## **King Edward Primary and Nursery School**

**Reviewed: January 2024**

**Next Review: January 2026**

Approving body	Strategic Committee
Date approved	
Supersedes	2022
Consultation undertaken	✓
Complies with Equality Act	✓
Supporting policies	Teaching and Learning Policy
Review date	January 2026
Lead person	Mr M Vere
Signed	



## **King Edward Primary School and Nursery**

### **Homework Policy**

**King Edward Primary School and Nursery** wants to be recognised as a school at the heart of the community, providing an inclusive, safe, caring and stimulating environment in which to learn.

At King Edward, we consider homework to be anything that children do outside the normal school day that contributes to their learning, in response to guidance or stimulus from the school. Homework encompasses a variety of activities instigated by both teachers and parents to support a child's learning.

We believe in homework as a valuable tool to develop children's independence and their sense of responsibility, and to provide a vehicle with which children can share their learning with parents/carers at home.

#### **1. Aims and Expectations**

Through our policy we aim to:

- ensure a consistent approach to homework across the school
- ensure progression towards independence and individual responsibility in children
- ensure parents/carers understand what is expected of them

The purpose of homework:

- to consolidate and extend learning
- to practise skills
- to rehearse and prepare for school-based learning
- to promote enjoyment of learning
- to promote a partnership between home and school in supporting children's learning

Evidence that backs up our homework policy:

The EEF (Education Endowment Foundation) have published research on the effectiveness of homework. They have shown that it can have a positive impact on learning and that:

- work linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning
- the purpose of homework is made clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area)
- the quality of the task set appears to be more important than the quantity of work required from the pupil. There is some evidence that the impact of homework diminishes as the amount of time pupils spend on it increases
- some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils)
- broader evidence suggests that homework should not be used as a punishment or penalty for poor performance.

## The expectations of homework:

Role of the Governing Body:	<ul style="list-style-type: none"> <li>• Agree and then monitor the implementation of this policy</li> </ul>
Role of the Homework Lead:	<ul style="list-style-type: none"> <li>• Check compliance of the policy</li> <li>• Provide supportive guidance for parents</li> <li>• Keep up-to-date with new developments with regards to homework</li> <li>• Discuss with staff how far the policy is being successfully implemented</li> </ul>
Role of the class teacher:	<ul style="list-style-type: none"> <li>• Provide homework in an agreed, consistent manner as set out within this policy</li> <li>• Ensure tasks set are accessible to learners, purposeful and directly link to the taught curriculum (as mentioned by the EEF)</li> <li>• Use merits/Dojos to reward effort and achievement within homework</li> <li>• Provide opportunities for children to share their homework and celebrate successes</li> <li>• Provide feedback appropriate to the nature of the task</li> <li>• Seek parental support with homework</li> <li>• Teachers will not penalise children for not completing their homework but will seek to understand why they have not completed it and provide support to ensure they can complete it in the future</li> </ul>
Role of parents/carers:	<ul style="list-style-type: none"> <li>• Support the school through monitoring their child's completion of homework</li> <li>• Use encouragement to make the experience pleasurable, giving praise for effort and achievement</li> <li>• Provide a quiet, working space at home along with allocated time for homework</li> <li>• Become actively involved in assisting children through questioning, discussion and regular reading practice</li> <li>• Contact the class teacher with any queries or concerns</li> <li>• Contribute to parent questionnaires so the school can monitor the effectiveness of homework</li> </ul>
Role of children:	<ul style="list-style-type: none"> <li>• Ensure they have everything they need to complete homework given</li> <li>• Make sure they understand the tasks set</li> <li>• Put in the same level of effort as would be expected of work in class</li> <li>• Complete and hand in homework on time</li> <li>• Take on board any feedback given</li> <li>• Before the deadline, ensure they seek support from their class teacher if they are unsure how to complete a task</li> </ul>

## **2. Homework Schedule**

### **EYFS**

The children in F1 have reading for pleasure books sent home with their reading diary on a regular basis. The children in F2 will have reading for pleasure book as well as reading books sent home with their reading diary on a regular basis.

Parents of children in the Early Years Foundation Stage (F1 and F2) are also asked to communicate regularly with staff regarding the progress and achievements of their child, through parent comments on dojo and in reading diaries. This valuable information is used for assessment purposes to form a more complete picture of each child's achievements.

### **Key Stages 1 and 2:**

#### **Reading at home:**

Children are asked to read their reading books with their parents on a regular basis. The children are encouraged to read 3+ times a week. This should be recorded in the reading record. The reading book and record should be brought into school every day.

#### **Maths and English homework:**

Children are set one piece of homework a week and should take a maximum of 30 minutes to complete. The task set will alternate between maths and English. The homework will link to the topic currently being taught in school and will be a revision of the work that has been completed in class. The English homework may be focused on a reading comprehension or an area of SPAG (Spelling Punctuation And Grammar) which has been taught in school. The maths homework may involve practising methods that have been taught in school or may be linked to improving fluency in key mathematical facts (eg number bonds).

The homework will be given out on a Thursday and will be due in the following Thursday where it will be marked with the class and feedback being given collectively. Dojos will be awarded for completing the activity as well as additional dojos given for children who have worked particularly hard on their homework.

#### **Times Table Rockstars:**

Children are set regular times tables practise through Times Table Rockstars and they are expected to complete 15 minutes per week. Children who do not have access to technology at home will be able to use the school's technology during the homework club. In line with the mastery maths approach, children will be set times tables linked to their year group but may also be set 'catch up' times tables linked to previous year groups.

Y1&2: x2, x5 and x10

Y3: x3, x6, x4 and x8

Y4: x7, x9, x11 and x12

Y5&6: Review of all times tables up to 12x12.

#### **Creative projects:**

As a school we do not set creative projects as a homework task, however on the school website there is a range of possible activities that could be completed and shared in school. In addition to this, there is a selection of websites that children could access if they want to further develop their learning. This can all be found in the Year group page on the school website. There will be an opportunity to celebrate any creative projects created at the end of a term.

## **1. Equal Opportunities and Additional Needs**

We set homework for all children as a normal part of school life. Due to the differentiation set by the teacher, the children will be able to access homework at their own level and may have been provided with a sufficiently differentiated activity. As a school we are aware that some children may not have a suitable place at home to complete their homework, so we provide a quiet area that children can complete every Tuesday lunchtime. This is an optional club and children will at no point be expected to attend.

## **2. Monitoring and Review**

The homework policy has been developed following consultation with parents, children and staff. Views of these stakeholders were collated and taken into consideration when updating the homework schedule as set out in this policy.

The effectiveness of this policy will be reviewed every two years or earlier if the need arises. Any necessary recommendations for improvement will be made to the Governing Body.

Date Agreed by KEPS:

Signed by Chair of Governors:

Next Review Date: January 2026