



Homework Policy

Statement of Policy Intent

Research suggests that children in schools which give homework perform better, although for primary age children the difference is small. However there are only a small number of studies which have investigated whether this relationship is due to the homework itself. The broad evidence base suggests that short focussed tasks which relate directly to what is being taught, and which are built upon in school, are likely to be more effective than regular daily homework.

We shall set regular homework but tasks will in general be short and focussed, for example times tables, shorter spelling lists and short handwriting tasks. All of these are built upon each day at school.

Research also suggests that parental involvement has a positive effect on homework completion and can help children to develop effective learning habits.

In light of this, these are the aims of this policy. These aims will be shared, at an age appropriate level, with the children.

- to encourage self-discipline and good work habits
- to provide short, focussed tasks that relate directly to what is being taught and which are built upon in school
- to practise, embed and make progress in key areas of the curriculum (reading, writing and times tables)
- to prepare older children for external exams such as 11+ tests

Parental Involvement

Parental support can make a significant difference to a child's learning habits. This support includes:

- Setting a regular time for the work to be done (not too late in the evening)
- Providing a suitable environment. A quiet space without distraction is necessary.
- Helping the child to organise time so that the work is completed.
- Monitoring the work and showing positive interest.
- Ensuring that the work is completed to the best of the child's ability.
- Communicating via the communication book with the classroom teacher about any difficulties or assistance needed.

Organisation and Allocation of Homework

Year	Expectation of time to be taken each day	Task
ER	10 mins	Picture cards/ reading book – 2 per week Comprehension book-1 per week Rehearse show and tell Tricky words as appropriate
R	15 mins	Guided Reader – 2 per week Comprehension book - 1 per week Rehearse show and tell High Frequency words as appropriate
Year 1	20 mins	Reading Spelling Handwriting Comprehension Maths
Year 2	25 mins	Reading

		Spelling Handwriting Comprehension Maths
Year 3	30 mins	Reading Spelling Handwriting Comprehension Maths Science and Foundation (occasional and optional)
Year 4	30 mins	Reading Spelling Handwriting Comprehension Maths Science and Foundation (occasional and optional)
Year 5	30 - 45 mins	Reading Spelling Handwriting Comprehension Grammar Maths Science and Foundation (occasional and optional)
Year 6	45 - 60 mins	Reading Spelling Handwriting Comprehension Grammar Composition Maths Science and Foundation (occasional and optional) 11+ preparation as appropriate

Whilst there is flexibility as to when homework is done, all of the above elements are best done little and often. We expect reading to be done daily.

Expectations and Ability Levels

Times tables, reading and spelling will be modified according to the ability of the child. We ask that parents monitor the time spent on homework activities and that the classroom teacher be notified if the tasks or expectations are not manageable or need adjusting.

Holiday Homework

Holiday homework may be set, especially in relation to 11+ preparation.

Homework online

Some homework may be set online. Children will adhere to their Acceptable Use Agreements.

Policy approved by Headteacher : January 2025

Review date: January 2027