



Gastrells Community Primary School

HOMEWORK POLICY

MISSION STATEMENT

At Gastrells Community Primary School, our mission is to promote pupil success by inspiring and developing their knowledge, interests, physical and mental wellbeing, and a love of learning in a child-centered, inclusive and empowering environment.

Approved by: Standards Committee

Last reviewed on: June 2024

Next Review Due: June 2026

HOMEWORK POLICY STATEMENT

Background

It is our policy to encourage children to enhance their skills, knowledge and understanding by means of homework. It is our practice that the issue of homework is taken seriously by staff, pupils and parents.

Homework will be used to reinforce or compliment what has been learned and/or to extend pupils studies. The effective use of homework allows teachers in class to devote time in lessons to direct teaching, thus allowing a more productive use to be made in lesson time and to extend coverage of the curriculum.

Why is Homework Important?

Homework is valuable in that it provides the opportunity to:

- Enhance pupils learning skills by training them to plan and organise their time, develop good working habits and self-discipline and to encourage responsibility for their own learning.
- Allow for practice and consolidation of work done in class and to allow for the preparation of future class work.
- Seek access to resources not available in school, to develop study skills using libraries and other learning resources and to provide opportunities for individualised work.
- Provide information for parents, enlist their co-operation and support and create channels for home-school dialogue including Teams
- Assess pupils' progress and understanding of work and provide evidence for the evaluation of teaching.
- Encourage pupils, as they get older, to develop the confidence and self-discipline needed to study on their own and prepare them for the requirements of secondary school.

The Nature of Homework

The system of homework we employ ensures that pupils receive a designated amount per week, depending upon their age. The tasks selected by the teachers are commensurate with their ability.

The nature of the homework will vary between age groups but reflects the fact that the purposes of homework change as children get older. Short activities of different kinds – simple games, learning spellings or times tables, reading together – provide important opportunities for younger children to discuss what they are learning with adults and to practice key skills. As children get older homework provides an opportunity for pupils to develop the skills of independent learning. We aim to return homework to pupils as soon as possible.

Ways in which the School helps pupils with homework

Pupils are asked to complete homework tasks within set time limits. These may vary depending upon the activity. Parents are informed by individual teachers as to the form and amount of homework their child/ren will receive at the beginning of the academic year (see Appendix).

Opportunities for dialogue over issues concerned with homework exist by comments in home/school books or through contact with the school.

We try to ensure that instructions concerning homework are clear to everyone in class and that all pupils have plenty of time to record what is expected.

We aim to mark (where it is appropriate) and respond to homework regularly. Not all homework will be formally marked. Different methods of feedback can be used other than written comments, e.g. learning spellings/tables for a test. It is important that the kind of homework set and the way in which children receive feedback allow the children the opportunity to understand how to make further progress and are kept manageable for teachers.

Parental Involvement

Parents are encouraged to positively support homework rather than just insisting that it is done, for example discussing the set task and helping their child organise space and time to complete homework. Some tasks will deliberately involve parent/carer engagement.

Monitoring

- It is expected that children complete their homework in a set time. This ensures pupils gain valuable experience of working to a deadline and assists staff with their marking schedules.
- Teachers demonstrate that they value children's efforts and will monitor the completion of homework.
- Opportunities will be given for pupils to complete homework tasks during breaks and lunchtimes if this is deemed appropriate.
- Teachers will hold discussions with children and parents if the completion of homework is an issue

The main focus for homework will be numeracy and literature. Other subjects will be included as appropriate to the class work.

The homework programme may include the following:

1. Reading together and sharing books is strongly recommended by all staff at the School, ideally on a daily basis. Other literacy activities will include learning spellings and writing.

2. To develop Numeracy we set number games and mathematical tasks. Children will also be encouraged to work on their maths passports.

3. Additional activities can include:

- i. Finding out information using a variety of methods, including the use of ICT.
- ii. Skills-based activities.
- iii. Preparing oral presentations.
- iv. Preparing a design, poster or drawing.
- v. Written assignments.
- vi. Completion of work to supplement class work.

4. The teachers will set homework in a regular pattern, e.g. spellings every Monday.

Time Allocations

We recommend the following time allocation for time spent on homework:

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Reception, Years 1 and 2:	1 hour per week
Years 3 and 4:	1.5 hours per week
Years 5 and 6:	2.5 hours per week.

We will set homework for children's individual needs which will involve differentiated tasks for all children, including those with identified SEND and more able pupils. While it is important for these pupils to do as much in common with other children they will benefit from separate tasks at times. Tasks will:

- Have a very clear focus and guidelines.
- Give plenty of opportunity for pupils to succeed.
- Help develop social as well as other skills.
- Be varied and not purely written assignments.
- Be manageable for teachers.
- Include opportunities to challenge and develop key skills.

Appendix 1

	Homework	Expectations
Reception	Reading (sometimes words) and maths passport work daily.	
Year 1 & 2	Reading (sometimes words) and maths passports daily. Spellings & times tables	Set and assessed weekly
KS 2 Ospreys Sparrowhawks Goshawks Eagles	Children will be set spellings weekly	Set and assessed weekly
	English and maths tasks (this will include maths passport work)	Set with at least 4 school days to return
	6 independent projects throughout the year	Set with at least 2 weeks to return

In school we are developing a lifelong love of reading and would ask you to: encourage your child to read, model reading and read with them whenever possible.