



## **Homework Policy**

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Audience: Open

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## **1. Introduction**

Homework can consolidate and reinforce skills and understanding in numeracy, literacy and other curriculum areas, help raise the level of achievement of individual pupils, provide opportunities for parents and children to work together and foster an effective partnership between home and school.

This policy will be successful if there is a strong partnership between home and school which is reflected in the Home-School Agreement. All children need leisure time and our policy reflects a balance so children can extend and consolidate their learning with parental support while still allowing 'down time.'

A breakdown of how homework is structured is provided below. This has been designed to encourage a gradual progression of skills and expectation so by the time children reach Year 6 they have established a routine in preparation for secondary school. Most of the homework is provided for completion over the course of a week, fortnight or term so it can be made to fit around family lifestyles and commitments. Other homework e.g. reading, multiplication tables, spellings is better when completed in shorter daily sessions.

## **2. Homework Structure**

### **2.1. Year 3**

#### Literacy

- Pupils are set a weekly literacy task on which they are expected to spend 30 minutes.
- A set of spellings, linked to that week's spelling focus, is sent home to learn each week and it is tested in class.
- Pupils are expected to read at least five times a week and out loud to an adult at least three times, getting their reading record signed to show they have done this.

#### Numeracy

- Pupils are set a weekly numeracy task which they are expected to spend 30-40 minutes on.
- They are also encouraged to regularly practise times tables and number bonds.

Occasionally, a topic based task might be set to replace literacy and pupils are given longer to complete it.

### **2.2. Year 4**

#### Literacy

- Pupils are set a weekly literacy homework task on which they are expected to spend 40 minutes.
- A set of spellings, linked to that week's spelling focus, is sent home and it is tested in class.
- Pupils are expected to read at least five times a week for 10 minutes or over each session. They should read out loud to an adult at least three times, getting their reading record signed to show they have done this.

## Numeracy

- Pupils are set a weekly numeracy task on which they are expected to spend 40 minutes.
- Pupils are encouraged to practise their times tables and number bonds.

## **2.3. Year 5**

### Literacy

- Pupils are set a literacy task, a written topic based task or a task set on Reading Eggspress. One hour should be spent on this.
- Pupils are expected to read at home for 10-15 minutes or over for a minimum of five days per week. Their reading record should be signed at least three times to show they have done this.
- Weekly spelling lists are based on the National Curriculum spelling list along with words generated from the children's own work. These are checked through tests and dictations.

### Numeracy

- A numeracy task is set and one hour should be spent on this.
- The learning and practice of multiplication facts is ongoing.

## **2.4. Year 6**

### Literacy

- A literacy task will be set and this should take one hour to complete.
- Pupils are expected to read at home for 15 minutes or more for a minimum of five days per week. Their reading record should be signed at least three times to show they have done this.
- A list of spelling words is not sent home but the written literacy activity will sometimes be spelling based.
- Some pupils may have a list of words to learn dependent upon their needs.

### Numeracy

- A numeracy activity is set and one hour should be spent on this.
- The learning and practice of multiplication facts is ongoing and checked through regular arithmetic tasks.

## **3. Roles**

### **3.1. The Role of the Governing Body**

The Governing Body has:

- delegated powers and responsibilities to the Curriculum and Safeguarding Committee (C&S) and the Headteacher to oversee the development of this policy; and

- the C&S Committee liaises with the Headteacher and reports back to the Governing Body; and
- responsibility for the effective implementation, monitoring and evaluation of this policy is via the C & S Committee.

### **3.2. The Role of the Headteacher**

The Headteacher will:

- promote this policy by raising its status and importance;
- ensure that homework is built into teachers' planning;
- provide supportive guidance for parents;
- keep up to date with new developments with regard to homework; and
- monitor and evaluate this policy with the C & S Committee.

### **3.3. The Role of Teachers**

Teachers must:

- integrate homework into their planning;
- set interesting tasks or activities;
- set homework appropriate to each child;
- explain when, what and how the work is to be done so that each child clearly understands; and
- provide feedback in line with the marking and feedback policy.

### **3.4. The Role of Parents**

Parents/carers are asked to:

- sign the Home-School Agreement indicating their support for homework;
- praise the value of homework to their children;
- provide a suitable space in their home where their children can concentrate on their homework;
- establish a homework routine such as no television;
- provide materials, pens, pencils etc.;
- go through the homework before their child starts and discuss the completed work when finished;
- make the experience pleasurable;
- find time to work with their child or be at hand if a problem arises;
- discuss, encourage and praise their child's efforts;
- contact the school if they are not sure of some aspect of the homework or if their child is experiencing difficulties in doing it; and
- contribute to school evaluation, through questionnaires, so the school can monitor and evaluate its effectiveness.

## **3.5. The Role of Children**

Children are asked to:

- complete their homework and hand it in on time;
- listen carefully in class to make sure they understand what is asked of them;
- contribute to pupil interviews and pupil questionnaires on homework for the school to monitor and evaluate;
- make sure they read any comments or feedback on their homework;
- highlight to the School Council any ideas they may have about homework;
- complete their homework using appropriate writing materials; and
- have a go at all their homework activities.

## **4. Types of Homework**

All homework tasks and activities are designed to consolidate and reinforce skills and understanding in numeracy and literacy and enhance cross-curricular teaching.

## **5. Feedback**

All children receive prompt feedback on their homework in a variety of forms such as:

- verbal,
- written,
- class discussion, and
- praise and recognition during an achievement assembly.

Parents are asked to:

- give teachers any feedback they feel might be useful;
- encourage their children to talk about the feedback they have received;
- contact the school if they have any concerns.

## **6. Monitoring the Effectiveness of the Policy**

The effectiveness of this policy will be reviewed every 2 years or when the need arises, and the necessary recommendations for improvement will be made to the Governing Body.

## *Newnham Junior School*

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<b>Date</b>	<b>Status</b>	<b>Comments</b>
14 <sup>th</sup> November 2017	Updated	Grammar and punctuation amended. Font made consistent throughout the policy. No changes to overall content.
13 <sup>th</sup> November 2018	Updated	Reviewed by Assistant Headteacher. Homework structures updated for all year groups.
12 <sup>th</sup> November 2019	No Changes	Reviewed by the Committee
14 <sup>th</sup> October 2020	No Changes	
13 <sup>th</sup> December 2021	Updated	Changes to reading in each year group

This document was approved and adopted by the governing body

Date

9th February 2022

Name of the Chair of Governors

Tanya Huehns

Signature of the Chair of Governors

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