

Hollinhey Primary School



Homework Policy

Signed by:

S. Clough

Headteacher

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R. Sinclair-Scott

Chair of governors

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Statement of intent

Hollinhey Primary School is a vibrant, enthusiastic, forward-thinking and safe learning environment in which pupils are given every opportunity to complete a fulfilling education.

We believe that homework plays an important part in education and the benefit of doing homework must be instilled at an early age so that independent study can be achieved.

We are also aware that pupils have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We will give careful consideration to ensuring homework is well-balanced across the school.

This policy was developed in consultation with staff members, parents and pupils, and with the full agreement of the governing board.

Aims

This policy aims to:

- Develop a consistent approach to homework throughout the school.
- Make sure that teaching staff, parents and pupils are aware of their responsibilities with regards to homework.
- Ensure that parents understand what is expected of their child.
- Encourage pupils to develop the responsibility and self-discipline required for independent study.
- Work with parents and involve them in their child's learning, and to keep them informed about the work their child is undertaking.
- Use homework as a tool for raising standards of attainment.
- Extend learning beyond the classroom.
- Give pupils further practise and a deeper understanding of skills, knowledge and concepts learned during the school day.

Hollinhey Primary School believes that the priorities for homework are Reading, Spelling and Multiplication Tables recall.

1. Legal framework

This policy has due regard to all relevant statutory and good practice guidance including, but not limited to, the following:

- DfE (2019) 'Ways to reduce workload in your school(s)'
- Ofsted (2022) 'School inspection handbook'
- Ofsted (2022) 'School monitoring handbook'

This policy operates in conjunction with the following school policies:

- Feedback and Marking Policy
- Parent Code of Conduct
- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Attendance and Absence Policy

2. Roles and responsibilities

The headteacher and governing board will be responsible for:

- Monitoring the effectiveness of this policy.
- Reviewing this policy bi-annually and making appropriate updates as required.
- Discussing with staff the extent to which this policy is being implemented.
- Meeting with parents and discussing the impact of homework as appropriate.
- Providing parents with information about homework.
- Informing new parents about this policy.
- Monitoring the effectiveness of inclusivity and accessibility of homework.

Teachers will be responsible for:

- Planning and setting up a regular programme of homework for pupils.
- Providing an explanation of homework tasks and ensuring that all pupils understand what they have to do.
- Ensuring all homework is purposeful and links directly to the curriculum.
- Setting homework that is appropriate to pupils' abilities.
- Monitoring homework regularly and making sure pupils are completing it.
- Marking homework and giving feedback to pupils.
- Communicating with parents if there is a problem regarding homework.
- Being available to parents and pupils for a discussion about homework.
- Setting homework that is consistent across classes.
- Ensuring homework takes equal opportunities into account and that the needs of pupils with disabilities are considered.
- Rewarding quality work and praising pupils who regularly complete homework.

Parents will be responsible for:

- Supporting and encouraging their child with regards to completing homework.
- Becoming involved in their child's homework and encouraging their child to have a positive attitude towards it.
- Making sure that their child completes homework to a high standard and on time.
- Providing suitable conditions and resources for their child to complete homework.

- Informing teachers of any issues that may arise and co-operating with the school to find a solution.
- Keeping the school informed of any change in circumstances which may affect their child's learning and ability to complete homework effectively.
- Encouraging their child to discuss homework and feedback from teachers.

Pupils will be responsible for:

- Taking responsibility for their own learning and submitting completed work in a timely manner.
- Having a positive approach towards homework.
- Putting the same effort into homework as class work.
- Making sure they understand the tasks that have been set and seeking clarification if required.
- Ensuring that they have everything they need to complete homework and returning to school all books and stationery needed to complete their homework.
- Taking pride in the presentation and content of their homework and performing to the best of their abilities.

3. The school's approach to homework

Reading, whether to a grown-up, shared by a grown up or individual reading is seen as the priority for all children, whatever age or ability, at Hollinhey. It is expected that children should complete some reading activity away from school each day.

The school understands that setting, marking and providing feedback on homework is a large contributor to the workload of teachers; therefore, teachers will ensure that homework is only set to positively impact pupils' progress.

Prior to homework being set, teachers will ask themselves, 'Why am I setting this homework?' and 'How will this homework be useful to the pupil?' If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the homework is necessary.

Teachers will explain the school's approach to homework to parents at the relevant 'Meet the Teachers' meeting in July or September.

Pupils will be issued with a yellow homework folder to keep their homework neat and organised.

Reception will have homework set on the Tapestry app for the first half term. After that their yellow folder will be sent home on a Wednesday to be returned on the following Monday morning as in-line with the rest of the school.

Year 1-6 pupils will receive written homework on a weekly basis on a Wednesday which should be returned in their yellow folder on the following Monday morning. This homework will not be set over the holidays. In addition, Y1-6 are expected to complete activities each week on the following digital platforms:

- Maths Shed or TT Rockstars
- IDL or Spelling Shed

Pupils' weekly homework activity will be designed to take around 45 minutes – 2 hours, depending on the age of the pupil.

Written/paper homework will be marked every week and returned to the pupil via the homework folder. If homework is not handed in time the teacher may not be able to mark it.

Parents will be encouraged to discuss any errors with their child. If they have any queries, they should make an appointment to see their child's teacher. Feedback from parents about their child's homework will also be welcomed by the school.

In addition to the expected homework, teachers will post a grid of optional enrichment activities which could be completed at home relating to the current theme or topic. These may be research based, practical art or design projects, cookery or gardening activities or link the theme to a piece of writing. Pupils may bring in these projects for display in the classroom.

The amount of homework set for pupils will increase as they progress through their education.

Teachers will occasionally set extra homework for the whole class if they deem it beneficial.

The table below shows expected homework. Tasks may be set in addition to the below activities.

Year group	Homework	Expected time	Total per week
R	<ul style="list-style-type: none"> Reading books each night Tricky words practice Phonics 	<ul style="list-style-type: none"> 5 minutes/night 10 minutes 10 minutes 	45 minutes
1	<ul style="list-style-type: none"> Reading books each night Spelling Shed practice (on-line) Maths Shed practice (on-line) English or Maths – 1 piece each week 	<ul style="list-style-type: none"> 5 minutes/night 10 minutes 10 minutes 10 minutes 	55 minutes
2	<ul style="list-style-type: none"> Reading books each night Spelling Shed practice (on-line) Maths Shed practice (on-line) <i>In the Summer term Y2 will start TT Rockstars</i> English or Maths – 1 piece each week 	<ul style="list-style-type: none"> 5 minutes/night 10 minutes 10 minutes 15 minutes 	1 hour
3	<ul style="list-style-type: none"> Reading books each night Spelling Shed TT Rockstars Maths – 1 piece each week Spellings- 1 piece per week 	<ul style="list-style-type: none"> 5 minutes/night 10 minutes 10 minutes 15 mins 15 mins 	1 hour 15 minutes
4	<ul style="list-style-type: none"> Reading books each night Spelling Shed TT Rockstars Maths – 1 piece each week Spellings- 1 piece per week 	<ul style="list-style-type: none"> 5 minutes/night 10 minutes 15 minutes 15 minutes 15 minutes 	1 hour 20 minutes
5	<ul style="list-style-type: none"> Reading books each night Spelling Shed TT Rockstars Maths – 1 piece each week English- 1 piece each week 	<ul style="list-style-type: none"> 5 minutes/night 10 minutes 15 minutes 20 minutes 20 minutes 	1 hour 30 minutes
6	<ul style="list-style-type: none"> Reading books each night Spelling Shed TT Rockstars Maths – 1 piece each week 	<ul style="list-style-type: none"> 5 minutes/night 10 minutes 15 minutes 30 minutes 30 minutes 	1 hour 50 mins

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|--|------------------------------|--|--|
| | • English- 1 piece each week | | |
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4. Absences

If a pupil is absent from school due to illness or medical reasons, the school will not supply work for these periods – pupils should be well enough to undertake any work supplied. However, pupils on their return may be asked to complete some work on the weekly spellings or complete any written homework which is not yet due for completion.

There may be exceptions to the above and the classroom teacher will decide whether homework should be set on a case-by-case basis.

If a pupil is absent for a long period of time, the teacher and the parents of the pupil will agree on what should be done and how much help should be provided.

Absences when homework is set and due will be managed in line with the school's Attendance and Absence Policy.

5. Pupils who fail to complete homework

All pupils will be expected to complete homework on time.

Teachers will keep records of pupils completing homework which are regularly checked.

If pupils fail to complete homework or submit it on time on a number of occasions, teachers will contact parents to find what the reason for this is. In Years 5 & 6, pupils may be asked to complete missing written homework in break times so that they can move on with their learning at the same time as their peers.

Teachers will make efforts to support pupils who are struggling to complete homework and will raise any concerns regarding their pupils' ability to complete homework to the headteacher and/or parents as appropriate.

An after-school Homework Club is available and parents may be directed towards it, if their child is struggling to complete on-line or written homework.

6. Marking homework

Homework will be marked in accordance with the school's Feedback and Marking Policy.

Occasionally, homework will be marked orally with the pupil or class.

7. Pupils with SEND

A balanced approach to homework will be adopted for pupils with SEND, in consultation with the pupil's parents and the SENCO.

Where appropriate, the school will set adjusted or specific tasks for pupils with SEND as outlined in their individual education plans.

While pupils with SEND may benefit from differentiated tasks separate from the homework received by other pupils, they will also complete as much standard homework as possible.

Pupils with SEND will be supported in accordance with the school's SEND Policy.

8. Equal opportunities

The school will ensure that it provides the full range of opportunities for all pupils, regardless of gender, sex, disability, sexual orientation, ethnicity and social, cultural or religious background.

All pupils will have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability.

9. Monitoring and review

This policy is reviewed bi-annually by the Senior Leadership Team.

Any updates to this policy will be shared with parents, pupils and staff.

The scheduled review date for this policy is September 2025.

