



Overleigh St Mary's CE Primary School

Homework Policy

Signed by:

Summer 2025

Headteacher

Date:

Chair of governors

Date:

Summer 2025

PURPOSE / VISION STATEMENT

Learning at home is an essential part of good education. Regular homework is important as it gives pupils the opportunity to practise at home tasks done in class, to undertake more detailed research and to further develop specific skills. It also helps pupils to become confident, independent learners, building skills they will need throughout their time at school and into adult life. The foundations of effective homework practices are established early on, develop progressively across the key stages and support effective transition to the secondary phase.

AIMS

The aim of this policy is to ensure a consistent approach to homework at Overleigh St Mary's CE Primary School and to implement it in order to maximise the learning opportunities for the children.

The purpose of homework at Overleigh St Mary's CE Primary School is to:

- Extend learning;
- Consolidate and reinforce skills and understanding;
- Develop independent learning skills;
- Develop self discipline and personal organisation;
- Develop and reinforce home-school partnerships.

OBJECTIVES

The objective of this policy is to clearly outline the purpose of homework at Overleigh St Mary's CE Primary School, the role it plays in raising standards, the way it is organised and the expectations of pupils, staff and parents.

Raising standards

The effective use of homework plays an important part in raising standards. The focus of homework is predominantly on the important skills of English and Maths. Regular reading at home is a vital part of this process.

Home-School Partnership

Children who receive regular support and encouragement from home make the best progress at school. The setting of homework provides parents with a specific opportunity to have direct involvement in their child's learning.

LEGAL / STATUTORY REQUIREMENTS

The Government's recommended time allocation for homework, based on current good practice, (*Homework: Guidelines for Primary and Secondary Schools*) is as follows:

YEAR 1 & 2 1 hour per week. Daily reading, weekly spelling, other English/number work.

YEAR 3 & 4 1.5 hours per week English and Maths as for Years 1 & 2, with occasional assignments in other subjects.

YEAR 5 & 6 30 minutes per day. Regular weekly schedule with continued emphasis on English and Maths, but also ranging widely over the curriculum. The daily reading recommended by the government for all primary children can be completed as part of the homework.

PROCESSES IMPLEMENTED IN SCHOOL

The school follows the Government guidelines for homework times, as outlined above, bearing in mind that other activities such as extra- curricular sport and music are also important in supporting pupils' studies. Homework is linked to class work and the National Curriculum. While predominantly linked to the learning of English and Maths, tasks set will not necessarily be of a formal, pencil and paper style. Tasks may

include reading, learning of tables, extension of class work, additional research, collecting information, investigations and practical activities to develop skills.

In the Foundation Stage and at Key Stage 1 English and Maths homework is set routinely each week on Seesaw and children are expected to consolidate and reinforce learning done in school through practice at home (each subject will alternate each week for EYFS). Also children are encouraged to read by setting specific books on Collins e-library, linked to their phonics learning in school, to read with their parents. Guidance information is given to parents to help them achieve the maximum benefit from this time spent reading with their child. Every half term, children are requested to talk about a topic at home prior to studying it in school. For example, in the history topic on toys, children may find out what toys were popular when their grandparents were young and, if possible, to bring examples into school to show the other children. Sometimes children may be asked to find and collect things to be used in other lessons. When children are asked to study a topic or to research a particular subject, they are encouraged to use the school and local library and the Internet.

At Key Stage 2 children are provided with the sort of homework activities outlined above but are expected to do more tasks independently. Homework tasks are provided on Seesaw. As per national guidelines, English and Maths homework is set routinely each week and children are expected to consolidate and reinforce learning done in school through practice at home. Homework will also be set every half term linked to a curriculum subject as a method of pre-learning about an upcoming topic or area of study, as well as a means of ensuring that prior learning has been understood. Homework may also be set to help the children to revisit learning to prepare for formal assessments (sats examinations).

Homework is marked according to the school's Feedback to Learning Policy, and when necessary, formative comments will be made. All homework will be reviewed by the class teacher and homework completed well will be acknowledged and praised.

Seesaw

Activities can be set for all year groups using the online learning platform; Seesaw. Parents will receive an individual login for each child to allow them to access work that has been set by the teacher. This will include activities for English and Maths, and at times other subjects. This work can be submitted online and will be acknowledged by the teacher.

Reading

Regular reading practice is an essential part of the homework schedule. Children should read with an adult at home every day. In KS1 and KS2 children are set reading books each week on Collins e-library to share with parents at home. Children will also take home a book from their class reading area or the school library to read for pleasure at home. Children are also given a reading diary in which parents are asked to record comments on their child's progress. Staff will check the reading diary regularly and make comments as and when necessary.

ICT

Most homework assignments will require the use of ICT to complete tasks, research and present their work. The school monitors those pupils who do not have access to ICT at home and will ensure that such pupils are not disadvantaged.

Children with Special Educational Needs

Homework set is differentiated to reflect the different ability levels within the class; this may be through the setting of different activities or differing expectations of outcome. From time to time, pupils with special needs may be set additional or different homework, in order to reinforce a particular skill or area of learning. Homework may also be set by a teaching assistant.

DISSEMINATION

This policy, and all subsequent changes in practice due to developments in this area will be shared with all staff at regular staff meetings.

RESOURCES / RESOURCE ALLOCATION

Children will be provided with sufficient resources in order to complete their homework tasks effectively [see also 'ICT' above]

RESPONSIBILITIES

AS A GOVERNOR

The governing body will be informed of significant developments within the subject area and, if necessary, their approval will be sought.

AS THE HEADTEACHER

Alongside the senior leadership team it is the headteacher's responsibility to monitor standards and ensure statutory responsibilities are being met.

AS A TEACHER

It is the teacher's responsibility to ensure that appropriate homework is provided for each child and that the requirements of this policy are complied with.

AS A PARENT/PUPIL/OUTSIDE AGENCY

As a parent it is important that your child is supported with their homework tasks, and to communicate any concerns regarding these with your child's class teacher.

ASSESSMENT AND RECORDING

This will be determined by task, and where there are issues with a child's contribution on successive occasions the class teacher will contact home to discuss these further.

OTHER POLICIES TO BE READ IN CONJUNCTION WITH THIS POLICY

Teaching and Learning
Feedback to and marking
SEND (Inclusion)
Curriculum Policies