

Lockington CE VC Primary School



Homework Policy

Date Policy Formally Agreed By Governors:	20 th April 2023
Date Policy Becomes Effective:	20 th April 2023
Review Date:	Summer Term 2026
Person Responsible for Implementation and Monitoring:	Headteacher

1 Introduction

1.1 'Homework' refers to anything children do outside the normal school day that contributes to their learning, in response to requests or guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents/carers to support the children's learning. For example, parents or carers who spend time reading stories to their children before bedtime are supporting their learning in a very valuable way.

1.2 Homework is a very important part of a child's education, and can add much to a child's development. We believe that homework can help to make connections in different aspects of pupils' learning and enable them to become lifelong learners, not simply regarding learning as something which happens at school.

1.3 We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home. Indeed, we see homework as an important example of partnership and cooperation between teachers and parents/carers. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire the skill of independent learning.

1.4 Homework plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in family and leisure activities, and participating in various clubs and organisations which play an important part in children's lives. We are well aware that children spend more time at home than at school, and we believe that they develop their interests and skills to the full only when parents/carers encourage them to make maximum use of the opportunities available outside school.

2 Aims and objectives

2.1 The aims and objectives of our homework policy are:

- to ensure a consistent approach to the use of homework across the school;
- to inform parents and carers about our approach to homework and to promote partnership and co-operation between home and school in supporting each child's learning;
- to help to enable pupils to make maximum progress in their academic and social development;
- to help pupils develop the skills of independent learners;
- to help children to understand that the world of learning extends beyond the school, and
- to make links between their experiences in school and those gained outside school;
- to enable all aspects of the curriculum to be covered in sufficient depth;
- to provide educational experiences not possible in school;
- to consolidate and reinforce the learning done in school, and to allow children to practise skills taught in lessons;
- to help children develop good work habits for the future.

3 Types of homework

3.1 Staff and pupils regard homework as an integral part of the curriculum.

3.2 Foundation Stage and at Key Stage 1

We provide books for children to take home and read with their parents or carers. We give guidance to parents and carers on achieving the maximum benefit from this time spent reading with their child. We also ask Key Stage 1 children to learn spellings and mathematical facts as part of their homework, or homework linked to their class work. Sometimes, we ask children to talk about a topic at home prior to studying it in school. For example, in the history topic on 'Toys', we ask children to 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, we ask children to find and collect things that we then use in science lessons, and occasionally we ask children to take work home that they have started in school, when we believe that they could benefit from spending further time on it. When we ask children to study a topic, or to research a particular subject, we encourage them to use not only the school library but also the local library, as well as the internet and apps.

3.3 At Key Stage 2, we continue to give children the sort of homework activities outlined in paragraph 3.2, but we expect them to do more tasks independently. Though many children in KS2 can decode, it is important that listening to them read aloud occurs during the week. As in KS1, having stories read aloud to them should continue, further developing tone, intonation and expression as the text becomes more complex. Exposure of and discussion around word meaning, inferred messages and news and magazine articles is beneficial. We set mathematics and English homework routinely each week, and we expect the children to consolidate and reinforce the learning done in school through practice at home. We also set homework as a means of helping the children to prepare for tests, including spelling and times tables, as well as to ensure that prior learning has been understood.

3.4 Homework is marked according to the general school Marking Policy. Homework completed well is acknowledged and praised. There may be issues arising from the work, which the teacher will follow up in lesson time.

3.5 We recognise that children have individual learning styles, which means that some tasks, for example, research, can be completed in a number of different ways, while others demand a particular approach or method, for example, mathematical calculations.

4 Amount of homework

4.1 As they move through the school, we increase the amount of homework that we give the children. We expect children in Key Stage 1 to spend approximately one hour a week doing homework, although this may well be in addition to reading and enjoying books with a parent. Some tasks are open-ended and so children may want to spend more time on completing these tasks. We expect children in Years 3 and 4 to spend approximately 15 minutes per night on homework and approximately 15 minutes reading and children in Years 5 and 6 to spend approximately 30 minutes per night, plus reading. Children can engage in independent tasks linked to, for example their IXL, Lexia and SATs Boot Camp apps.

5 Inclusion and homework

5.1 We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework to pupils who have special educational needs, we refer to those pupils' Individual Education Plans, if applicable, and take their individual needs into account.

6. Monitoring and review


This policy will be reviewed every three years, or earlier as required.


Member of staff responsible: Headteacher

Date policy written: 20th April 2023

Date approved by full Governing Body: 20th April 2023

Date for next review: Summer 2026

Signature:  Headteacher Date: 20th April 2023

Signature:  Chair of Governors Date: 20th April 2023