



Upperby Primary School Homework Policy



Aims and Objectives

At Upperby Primary school we aim to use homework to help develop an effective partnership between home and school with the aim of working together to help all children to achieve their full potential.

Through this policy we aim to:

- Ensure consistency of approach throughout the school.
- Ensure progression towards independence and individual responsibility.
- Ensure the needs of the individual pupil are taken into account.
- Ensure parents/guardians have a clear understanding about expectations from themselves and the pupil.
- Extend and support the learning experience via reinforcement and revision.
- Provide opportunities for parents, pupils and school to work in partnership.
- Provide opportunities for parents and pupils to work together to enjoy learning experiences.

Homework is most effective when:

- There is consistent practice across the school.
- There is a regular programme so that everyone – teachers, children and parents or carers – knows what to expect each week.
- Pupils and parents or carers are very clear about what they need to do.
- Parents and carers provide an appropriate setting for their child to complete homework and to praise their efforts.
- Parents and carers are treated as partners in their children's learning.
- There are high expectations of pupils in completing homework.

The type and amount of homework which is appropriate for pupils of different ages:

The main focus of our homework is English (reading, spellings/grammar) and Maths (Rapid Recall).

Regular reading is vital. For children in Key Stage 1 homework should very largely consist of regular reading with parents and carers, looking at books together. As children get older homework provides an opportunity for children to develop the skills of independent learning. It is important that children should gradually get into the habit of regularly devoting periods of time, which may not be long, to study on their own.

By the time children reach Year 6 their homework may cover a wide range of tasks and curriculum content. This approach will benefit their learning and also ensure that, in relation to homework as much as to other aspects, their transition to secondary school is as smooth as possible.

Appendix A gives an overview of the expectations for each year group in school. Additional homework activities may be given if appropriate for the year group.

The Role of Parents and Carers in Supporting Children

In general terms parents and carers should:-

- Provide a reasonably peaceful, suitable place in which pupils can do their homework.
- Work together with younger pupils to support their learning. (key Stage 1)
- Support older pupils to stay focused and support more independent learning skills.
- Make it clear to pupils that they value homework, and support the school in explaining how it can help their learning.
- Encourage pupils and praise them when they have completed homework.

Feedback for Pupils, Parents or Carers and Teachers

Teachers will acknowledge homework received (this could be via a well done stamp) and use the outcomes of any homework set to inform future planning for pupils needs.

Homework may be marked by peers or the pupil under the supervision of the teacher if appropriate in Key Stage 2.

Special Educational Needs

Setting the right type and amount of homework for children with special educational needs is not always easy. Some children in mainstream schools may benefit from special tasks separate from the homework set for other children in the class. On the other hand, it is important that they should do as much in common with other children as possible. We will aim to set appropriate homework, which does not demand too much or too little of SEN pupils. Tasks should:

1. Have a very clear focus and time-guideline
2. Give plenty of opportunities for pupils to succeed
3. Help develop social as well as other skills where necessary
4. Be varied – and not purely written assignments
5. Be manageable for teachers.

Monitoring and Review

The head teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of this policy. The policy will be reviewed every year and adjustments may be made to reflect parent views and recent information from other agencies.

This policy was agreed by the governing body on 12th July 2018

This policy was reviewed, updated and agreed by the governing body on 30th September 2020.

Date of next review September 2022.

Signed _____ on behalf of governing body.

APPENDIX A

Year group	
NURSERY	There is no requirement for homework in nursery
RECEPTION	There is no statutory requirement for homework in reception. The children will be encouraged to read a book on a regular basis with their parents. They will be given activities and games to play to develop English and Mathematics skills. Information will be sent to parents via 'Tapestry' or as appropriate a worksheet. An area of the classroom is set aside to display work completed at home.
Year 1	At the start of the year parents are provided with an on-going homework pack that parents can use throughout the year to supplement the homework sent home. Reading, 5 weekly spellings linked to phonics teaching, 5 arithmetic questions For some children this will need to be phased in.
Years 2 - 6	Reading – read each night SPAG activity Written comprehension Spellings – Year 2 – 6 spellings Year 3 – 8 spellings Years 4 – 6 – 10 spellings Maths – arithmetic sheet or Studyladder Spelling Shed Rock Stars Timetables or Numbots Project homework – each half term For some children this will need to be phased in. The quantity and difficulty level will vary according to each child.
Children who do not complete their homework at home may be given time to complete it during morning task time or during any golden time in class. Parents of children who repeatedly do not complete homework will be asked into school to set up a homework plan. It is vital that all homework provided is completed.	
