



Parkside Community Foundation Primary School

Homework Policy

The school policy for homework was developed and agreed by the whole staff and has the full agreement of the Governing Body.

Homework need not and should not get in the way of other activities that children do after school. We advise parents to talk to their child's class teacher to discuss any concerns they may have about the amount of homework their children receive. At Parkside Community Foundation Primary School homework is NOT viewed as a compulsory activity and pupils will not be sanctioned as a result of not completing homework.

HOMEWORK - A DEFINITION

Homework is defined as any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers.

At Parkside Community Foundation Primary School we see learning at home as a valuable part of school life.

1. Our Aims:

- Ensure that parents are clear about what their child is expected to do.
- Ensure consistency of approach throughout the school.
- To use homework as a tool to help to continue to raise standards of attainment.
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
- Provide opportunities for parents, children and the school to work together in partnership in relation to children's learning.
- Encourage pupils and their parents to share and enjoy learning experiences.
- Reinforce work covered in class by providing further opportunities for the individual pupil.
- To practise or consolidate basic skills and knowledge, especially in Maths and English.
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently.

2. The Nature of Homework

It should be noted that homework can be set in many different forms with many different expectations and outcomes. It is important to remember that when setting homework there are a number of points to consider:

1. The nature and type of homework changes throughout a pupils school learning journey.
2. Amount and frequency of homework should increase as a pupil gets older.
3. Homework should not cause undue stress on the pupil, family or the teacher.
4. It will not necessarily come in the form of a written task.
5. Homework should be set regularly from Year R to Year 6.

3. Recommended Time Allocation

Homework should never be too onerous nor should it ever create stress within the pupil's family. If parents have any concerns they should not hesitate to contact the school.

Normally, more than one day will be allowed for the completion of a homework task, except where **daily practise** is to be encouraged e.g. reading, spellings and times tables.

TIME ALLOCATION FOR HOMEWORK

The government recommend the following time allocations for homework. This is only a guideline, and whilst the school endeavours to follow these guidelines carefully, there may be times when these guides are modified or changed.

Reception – A short period each day
KS1 (Years 1 and 2) – 1 hour per week
Lower KS2 (Years 3 and 4) – 1.5 hours per week
Upper KS2 (Years 5 and 6) – 2.5 hours per week

Homework in each Year Group

Early Years Foundation Stage – Reception

Children are encouraged to read daily for at least 10 minutes. Phonics and pre-teaching vocabulary is sent home to support the learning within the classroom.

Key Stage 1 – Year 1

Children are encouraged to read daily for at least 15 minutes. Phonics and pre-teaching vocabulary is sent home to support the learning within the classroom.

Key Stage 1 – Year 2

Children are encouraged to read daily for at least 20 minutes.

Spellings – Pupils will be given spellings that they can access on Spelling Shed (login provided by the teacher) or a paper copy to learn and practise.

Mathematics – Maths homework will be available for the children to access.

Key Stage 2 – Year 3

Children are encouraged to read daily for at least 25 minutes.

Spellings – Pupils will be given spellings that they can access on Spelling Shed (login provided by the teacher) or a paper copy to learn and practise.

Mathematics – Maths homework will be available for the children to access.

Key Stage 2 – Year 4

Children are encouraged to read daily for at least 30 minutes.

Spellings – Pupils will be given spellings that they can access on Spelling Shed (login provided by the teacher) or a paper copy to learn and practise.

Mathematics – Maths homework will be available for the children to access.

Key Stage 2 – Year 5

Children are encouraged to read daily for at least 35 minutes.

Spellings – Pupils will be given spellings that they can access on Spelling Shed (login provided by the teacher) or a paper copy to learn and practise.

Mathematics – Maths homework will be available for the children to access.

Key Stage 2 – Year 6

Children are encouraged to read daily for at least 40 minutes.

Spellings – Pupils will be given spellings that they can access on Spelling Shed (login provided by the teacher) or a paper copy to learn and practise.

Mathematics – Maths homework will be available for the children to access.

4. Role of the Class Teacher

- To provide an explanation of homework tasks to parents when necessary and give guidance of how they might assist their child. This may be done by a note with the work or in the diary, at a parents' meeting or at an open evening.
- To set up regular homework in an easily followed routine.
- To ensure that homework is set consistently across classes.
- To set homework that is differentiated and provides opportunities for all.
- To ensure any homework is purposeful and links directly to the taught curriculum.
- To reward and praise children who regularly complete homework tasks.
- To mark homework and give feedback to pupils.

5. Role of the Headteacher and Governing Body

- To check compliance of the Policy.
- To meet and talk with parents when appropriate.
- To discuss with staff how far the policy is being successfully implemented.
- Inform new parents to the school so that they are aware of the home/school agreement and what it entails.

6. Role of Parents/Carers

- To support the school by ensuring that their child attempts the homework and returns it to school.
- To provide a suitable place for their child to carry out their homework.
- To encourage and praise their child when they have completed their homework.
- To become actively involved and support their child with homework activities.
- To make it clear that they value homework and they support the school by explaining how it can help learning.
- To make sure the child has the necessary equipment to complete homework.

7. Role of the pupil

Pupils are responsible for undertaking any homework set and remembering to take home and return to school all books and equipment needed to undertake their homework and return it to the class teacher on time.

At Parkside Community Foundation Primary School we are very keen for parents to support and help their children with homework. However, there are times when we will want to see what pupils can do on their own. It is particularly important, as they get older, for pupils to become increasingly independent in their learning. If a parent is unsure about what their role should be, they should discuss it with their child's teacher.

8. Homework support facility

Also, the school's open door policy allows all staff to be made aware of any issues that may be significant to any child's ability to complete his or her homework.

If a child is absent for a length of time e.g. with a broken leg, the teacher and the parent will agree what should be done, how it should be marked and what sort of help needs to be given. It is not possible to give homework when parents take holidays in term time.

Parents/Carers who have queries about homework should not hesitate to make an appointment to see their child's class teacher.

9. Equal Opportunities

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All

pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

Policy adopted by Governing Body March 2025

To be reviewed March 2028

Signed by Executive Headteacher J. Williams

Signed by Chair of Governors M. C. Gibson