



HOMEWORK POLICY

This policy was updated: October, 2025.

This policy will be reviewed: October, 2026.

Statutory policy: No

Source: School

Contents

1. Introduction	Page 2
2. Aims and objectives	Page 2
3. What is homework?	Page 3
4. Types and amount of homework	Page 3
5. Roles and responsibilities	Page 6
6. Pupils with special educational needs	Page 6
7. Monitoring and evaluation	Page 6

Our School Vision

Our school vision is based on the theme of '*Taking Care*'. We strive to encourage our children, staff and wider community to 'take care' of one another through the core Christian Values of:

Kindness, Hope, Courage and Respect.

Our vision is inspired by the words in Corinthians:

"Let love and kindness be the motivation behind all that you do."

(1 Corinthians 16.14)

Ravenshead C of E Primary School is committed to valuing diversity and to equality of opportunity. In biblical tradition, children in particular are seen to hold a special place in the priorities of God. Furthermore, we hold to the foundational belief that all people are created in God's image and are intrinsically valuable. Everyone should be treated as fundamentally precious, irrespective of behaviour, achievements or potential.

Therefore, we aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect and feel able to contribute to the best of their abilities. The school's biblical foundation provides a model of Christian community described as the 'body of Christ', in which everyone has a part to play, and everyone without exception has God-given gifts which are to be used for the benefit of others.

1. INTRODUCTION

- 1:1 In order that our pupils can attain the highest standard (spiritual, moral, social, cultural and academic), we recognise the importance of an active educational partnership between home and school. Homework is just one of the ways in which we seek to foster this partnership. At Ravenshead C of E we believe that homework should support children's learning by fostering basic skills and fluency in Maths and English and is one of the main ways in which children can acquire the skill of independent learning.
- 1:2 Homework is optional as we recognise that parents/carers may instead wish to use the time after school as family time.

2. AIMS AND OBJECTIVES

- 2:1 Regular homework, which is matched to the needs and age-related expectations of the children, can:
- Enable pupils to make maximum progress in their academic and social development.
 - Develop good work habits and self-discipline for the future.
 - Foster independence.
 - Encourage skills and attitudes which help children improve their educational performance.
 - Help parents gain an insight into their child's schoolwork and promote partnership between home and school.
 - Provide opportunities for individualised work and develop skills of independent learning.
 - Consolidate and reinforce learning done in school and assist in preparation for future learning.
 - Provide a context for pupil/parent/carer interaction.

3. WHAT IS HOMEWORK?

- 3:1 Homework should not be a chore, but children should see it as an extension of their school work. We believe that homework should aid the children's learning in school in the best possible way and have therefore developed an approach which focuses on becoming fluent with basic skills. Homework tasks are set based on age related expectations whilst also considering gaps in children's learning.

4. TYPES AND AMOUNT OF HOMEWORK

- 4:1 Homework is optional and we recognise that some families may choose instead to use the time after school for family time.
- 4:2 We acknowledge the important role of family time, play and free time in a child's growth and development, and therefore we believe that children should complete tasks which are accessible either independently or can be completed with a family member; tasks which develop their personal learning and are not too time consuming.
- 4:2 We also acknowledge that some families enjoy doing homework together and teachers are always available to speak with parents about additional activities they can complete with their children if they feel it is appropriate.

4:3 FOUNDATION

In Foundation, we have 'Home Learning Challenges'. At the start of each half term, these challenges are set out to parents/carers via Class Dojo. Children can complete these over the half term and bring them into school after completing each one to share with their friends and put on the Home Learning wall.

Foundation One are offered Reading Buddy packs and can change these whenever they want.

Foundation Two children will also have reading, words and number practice weekly linked to their stage of development.

4:4 KEY STAGE ONE

Each week, children will have the following optional homework:

Reading

Through reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. It enables children both to acquire knowledge and to build on what they already know. The programme of study for reading consists of word reading and comprehension and it is essential that children become competent in both. Skilled word reading involves speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion as well as from reading a wide range of fiction and non-fiction texts. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any

subject. Therefore, we place a big emphasis on the need to read regularly at home as well as at school.

Ideally, we would like children to read for 10 minutes at home every day, either from their school book or a suitable book of their choice from home or the library. However, as a minimum, we ask for them to read three times a week and for this to be recorded on the class online reading form (a link will be sent out via Class Dojo). Each week, if reading is recorded three times on the online reading form, children will be entered into the class reading draw and if their name is pulled out, will win 20 Dojos (the children voted on this as the prize in Smart School Council).

Topic Based

A selection of tasks will be sent home via a folder for each topic. Children are able to select which tasks they complete and in what order. This will supplement the learning that the children are experiencing in class.

Maths

Children will be set TT Rockstars each week. This will help your child to develop fluency in the relevant times tables for their year group.

Spelling – Year 2 Only

Children will be set spelling game activities each week via Emile (an online spelling platform). These are age-appropriate words matched to your child's year group.

4:5 KEY STAGE TWO

Each week, children will have the following optional homework:

Reading

Through reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. It enables children both to acquire knowledge and to build on what they already know. The programme of study for reading consists of word reading and comprehension and it is essential that children become competent in both. Skilled word reading involves speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion as well as from reading a wide range of fiction and non-fiction texts. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject. Therefore, we place a big emphasis on the need to read regularly at home as well as at school.

Ideally, we would like children to read for 10 minutes at home every day, either from their school book or a suitable book of their choice from home or the library. However, as a minimum, we ask for them to read three times a week and for this to be recorded on the class online reading form (a link will be sent out via Class Dojo). Each week, if reading is recorded three times on the online reading form, children will be entered into the class reading draw and if their name is pulled out, will win 20 Dojos (the children voted on this as the prize in Smart School Council).

Maths – Y3 to 5

Each week, homework will either be sent home as a paper copy, or an assignment will be set via Class Dojo in the portfolio section. This can be completed either as online homework or as a paper version and handed in. The work provided will allow your child to practice and build on the skills that they have developed in their Maths lessons that week. We ask that parents/carers go through the answers with their child as research has shown that this has the most impact on a child's progress and learning.

Y3 to 6

In addition, your child has access to TT Rockstars and this allows them to practice the relevant times tables for their year group. Logins will be sent home with your child.

Spelling

Children will be set spelling game activities each week via Emile. These are age-appropriate words matched to your child's year group. Your child's login is the same one that they use for TT Rockstars and will be sent home with your child.

4:10 Additional tasks

Year 1 - extra phonics homework may be sent out in year 1, following our half termly assessments. This homework is individualised to match the gaps identified in the assessments. Additional homework which links to a curriculum area and life skills may also be sent out over the holidays e.g. weighing for cooking, telling the time etc.

Year 6 – Additional homework may be sent out in the run up to the Year 6 SATs to aid the children's preparation for the tests (this may be past papers or specific revision tasks). The aim of these tasks will be to support the children's learning and to give them greater confidence when it comes to taking the tests.

Key Stage Two – Occasionally, children may be asked to complete research tasks or additional work to support specific things they are doing in class e.g. researching a hero. Where this is the case, children will write their task in their personal organiser.

5. ROLES AND RESPONSIBILITIES

5:1 **Class teachers** will ensure that homework tasks are age appropriate and matched to the child's needs.

5:2 **Parents/carers** need to discuss with their children the following questions:

- When is it a good time to do any homework?
- Where is the best place for homework to be done?
- What helps concentration?
- How long should my homework take me?
- Who should I ask for help and how much help should I expect?

It is vital that parents/carers display a positive attitude to homework and value its importance. It is also important for parents/carers to recognise that it is the children's responsibility to complete the work.

If parents/carers have any problems or questions about homework, they should, in the first instance, contact the child's class teacher.

6. PUPILS WITH SPECIAL EDUCATIONAL NEEDS

- 6:1 We set homework for all children as a normal part of school life. We ensure that all tasks set are in line with age related expectations, considering the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way.

7. MONITORING AND EVALUATION

- 7:1 In order to ensure that the policy directly contributes to the quality of teaching and learning, the provision of homework will be regularly monitored by members of the senior leadership team, considering the views of children, parents and teachers. Parents/carers are given the opportunity to share their views with teachers at parent consultations and other occasions as appropriate.