



Homework Policy

HARDWICK GREEN PRIMARY ACADEMY

Enquire Learning Trust
Ever Curious, Always Learning

| Date | Author | Version | Comment |
|-----------|----------------------|---------|------------|
| Jan 22 | SLT – Hardwick Green | 1 | New Policy |
| Sept 2023 | SLT – Hardwick Green | 1.1 | Review |
| Sept 2024 | SLT – Hardwick Green | 1.1 | Review |

1. Policy Overview

This policy outlines the approach to homework taken at Hardwick Green Primary Academy.

2. Rationale

The EEF state: *There is some evidence that when homework is used as a short and focused intervention it can be effective in improving students' attainment, but this is limited for primary age pupils. Overall the general benefits are likely to be modest if homework is more routinely set.*

The quality of the task set appears to be more important than the quantity of work required from the pupil.

The broader evidence base suggests that short focused tasks or activities which relate directly to what is being taught, and which are built upon in school, are likely to be more effective.

3. Weekly expectations for homework each key stage:

EYFS:

- With a parent, read independently from the child's RWI book.
- Be read to from a book e.g. library book, bedtime story

Children will also be offered opportunities to take part in learning activities directed to by class teachers that relate to the week's learning.

KS1 (Years 1 & 2):

- With a parent where possible, read independently for 10 minutes each day, from the child's RWI or reading scheme book
- Practice spellings – this should relate to the objectives being taught as part of RWI spelling or RWI phonics
- Practice the maths facts that they are learning through the 'Rapid Recall' scheme

Children should also be encouraged to read independently (e.g. a book from the library or reading area) or share a story from a free-choice book with a parent, carer or family member.

KS2 (Years 3 - 6):

- With a parent where appropriate, read independently for 15 minutes each day, from the child's RWI or reading scheme book
- Practice spellings – this should relate to the objectives being taught as part of RWI spelling
- Practice the maths facts that they are learning through the 'Rapid Recall' scheme

Children should also be encouraged to read independently (e.g. a book from the library or reading area) or share a story from a free-choice book with a parent, carer or family member.

Children in Year 6 may also be given additional homework to prepare them for the end of key stage national curriculum assessments, and the demands of secondary school homework.

4. The role of the parent / carer

Children should be encouraged to read their reading book each day and adults can listen to children read and encourage them to use their phonetic knowledge to sound the words out. The Early Reading Lead will provide workshops for parents and carers in supporting this at home.

For the other activities (spellings and maths facts) parents and carers can support their children by encouraging them to complete the activities little and often, either each day or every couple of days, to suit the family. This doesn't need to be always written down – for example it could be asking the children to count out their times tables whilst on a car journey.

4. Non-completion of homework

From EYFS to Year 4, we do not sanction children who do not complete homework. We do:

- Reward those that do
- Speak to parents to help identify and overcome barriers where children do not
- Provide extra opportunities in class for children to catch up on homework not complete e.g. reading more often with children who do not read at home.

In Years 5 and 6, we move the emphasis onto the children to complete their homework, to begin to ready them for the next stage in their education. We still do the above list, but teachers may ask children to stay in to complete work not done at home, or work that is poorly completed. This is managed at the teachers' discretion but will not exceed **one break time per week**.