

# **Milverton Community Primary School** **Homework Policy**



**Reviewed: January 2024**  
**Review due: January 2025**

## **Rationale**

At Milverton Primary School we offer a rich and varied curriculum, designed to both broaden children's experiences and enhance their academic achievement. We recognise that school is not the only place where children learn. The experiences that children get at home, through clubs or family outings is of utmost value to their development as well-rounded young citizens with a broad knowledge and experience of the world.

It is for this reason that our homework programme is designed to enhance children's learning experiences, rather than encroach on family time.

## **Aims**

The purpose of this policy is to help communicate our approach to homework to the whole school community. Homework can be a contentious issue. How much is too much? Should there be any homework at all? This policy is designed to lay out clearly the principles behind our scheme for setting homework for staff, governors, parents and pupils alike.

## **What Homework is for:**

- To practise and reinforce basic skills such as reading and number fluency;
- To extend school learning, for example, through additional reading around a subject;
- To encourage children to develop a regular independent reading habit at home;
- To research, consolidate and reinforce skills and understanding, particularly with the quest curriculum e.g. through mini-topics;
- To promote opportunities for parents to become involved in the academic development of their child;
- To exploit opportunities and resources for learning, of all kinds, at home;
- To provide an enjoyable and purposeful supplement to class work;
- To encourage pupils, as they get older, to develop the confidence and self-discipline needed to study independently.

## **Pupils with Special Educational Needs**

Children with special educational needs should be set homework that reflects their current attainment. Home learning tasks related to practising basic skills must be differentiated by the teacher according to the child's current attainment. Quest-based homework will be of a creative nature and children can complete the task to the best of their ability. These task explanations must be clear and appropriately communicated to SEN children to ensure they fully comprehend the activity.

## **Teachers' Responsibilities**

To support children and parents by:

- communicating the homework scheme for children in their class clearly to parents i.e. which homework on which day;
- planning the homework carefully to reinforce classroom learning and/or basic skills;
- providing clear instructions about what needs to be done and when it should be handed in;
- differentiating homework according to the needs of the children in their class and provide appropriate tasks that each child can access;
- marking or providing regular feedback on the homework set;
- understanding when exceptional family circumstances have impacted on a child's ability to complete their homework where a suitable note or explanation is supplied by the child's parent/carer;
- recognising and rewarding effort where homework is done well e.g. with house points;
- taking action if homework is repeatedly not done e.g. offering further support, discussing the matter with parents and, following appropriate support and warnings, implementing the sanctions on our school behaviour policy.

## **Parents'/ Carers' Responsibilities**

To support their child by:

- maintaining a positive attitude to home learning;
- look for homework on the appropriate days;
- making time to read and understand the homework for their child;
- seeking clarification from school staff if unsure about the task;
- ensuring homework is completed (including regular reading at home);
- staying calm and knowing when their child has done their utmost – even if the task is not quite finished;
- providing a suitable space and access to IT equipment for learning;
- keeping records (e.g. the reading record book) up to date;
- providing a suitable explanation by way of a note or explanation for the teacher if the homework cannot be done;
- reminding their child to hand homework in on time;
- being respectful of school books and ensuring that resources are kept in a good condition;
- making a payment to replace resources when they are lost or damaged beyond repair.

## **Homework Programme for the Reception Class & Key Stage 1:**

### **Class R:**

- 10 minutes daily reading with/to an adult;
- Tricky Words ('common exception words') to read and spell.

### **Class 1:**

- 10 minutes daily reading with/to an adult;

- Tricky Words ('common exception words') or phonetic decodable words to read and spell.

**Class 2:**

- 10-15 minutes daily reading to an adult;
- A weekly maths activity of no more than 20 minutes from the Spring term;
- Children will have up to 8 spellings based on what they have been learning that week.

**Homework Programme for Key Stage 2:**

*The expectation for the amount of time spent doing homework will increase gradually throughout the key stage to help children to develop the increased discipline for independent study required in Year 7.*

- 15 minutes of reading at least 4 times a week;
- Weekly spellings with a learning task;
- A weekly MyMaths mathematical task;
- An expectation that children will practise their times tables;
- A project may be set to support quest learning but this should not impact too greatly on holiday times.

**Please note:**

By the end of Key Stage 1, children should be able to recall and use multiplication and division facts for the 2, 5 and 10 times tables. By the end of Year 3, children should be able to recall and use multiplication and division facts for the 3, 4, and 8 times tables. By the end of Year 4, children should be able to recall and use multiplication and division facts for all tables up to 12 x 12.