



# Newbridge Primary School

## Homework Policy

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## Intent

We believe that education is a continuous process, best supported by a partnership with parents. A child's education does not cease when they leave our school premises; learning at home is an essential part of good education.

"Homework" is any learning or activity completed outside lesson time, either alone, with parents, or others. Homework makes an important contribution to progress at school.

We see the purpose of homework and our policy as:

- Developing an effective partnership between school and parents for each child's education;
- Consolidating and reinforcing skills and understanding, particularly in English and Maths;
- Developing confidence, independence and the self-discipline necessary for personal study in preparation for secondary school and beyond, and
- Providing opportunities for parents and children to work together to enjoy learning experiences.

Year Group	Weekly Activities
Foundation Stage	<ul style="list-style-type: none"><li>• Reading daily with parents, if possible, or at least 3 times a week, for 5 to 10 minutes.</li><li>• Early phonics reinforcement, when necessary.</li><li>• Remaining in the 'Green Zone' for Doodle Maths.</li></ul>
Year 1	<ul style="list-style-type: none"><li>• Reading daily with parents, if possible, or at least 3 times a week, for 10 minutes.</li><li>• Learning weekly spelling patterns, as provided from Term 3.</li><li>• Completion of Doodle Spell from Term 3.</li><li>• Remaining in the 'Green Zone' for Doodle Maths.</li><li>• Practising counting in steps of 2, 5 and 10 to and from at least 100.</li></ul>
Year 2	<ul style="list-style-type: none"><li>• Reading daily with parents, if possible, or at least 3 times a week for 10 minutes.</li><li>• Learning weekly spelling patterns.</li><li>• Child to complete the extras set for Doodle English each week (weekly spellings focus).</li><li>• Completion of Doodle Assignments for Maths</li><li>• Staying in the 'Green Zone' in Doodle is an aspiration, but not an expectation</li><li>• Learning 2x, 5x and 10x tables with quick recall.</li></ul>
Year 3	<ul style="list-style-type: none"><li>• Reading with parents, or independently, daily if possible, or at least 3 times a week, for 15 minutes.</li><li>• Learning weekly spelling patterns.</li><li>• Completion of Doodle Assignments for English and Maths.</li><li>• Staying in the 'Green Zone' on Doodle is an aspiration, but not an expectation</li><li>• Learning 3x, 4x and 8x tables (and related division facts).</li></ul>
Year 4	<ul style="list-style-type: none"><li>• Reading with parents, or independently, daily if possible, or at least 3 times a week, for 15 minutes.</li><li>• Learning weekly spelling patterns.</li><li>• Completion of Doodle Assignments for English and Maths.</li><li>• Staying in the 'Green Zone' on Doodle is an aspiration, but not an expectation.</li><li>• Practising and recalling all times tables, and related division facts, up to 12x12 – all children are expected to know 12x12 facts by the end of Year 4.</li></ul>

<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Reading with parents, or independently, daily if possible, or at least 3 times a week, for 20 minutes.</li> <li>• Learning weekly spelling patterns.</li> <li>• Completion of Doodle Assignments for English and Maths.</li> <li>• Staying in the 'Green Zone' on Doodle is an aspiration, but not an expectation.</li> <li>• Practising and recalling all times tables, and related division facts, up to 12x12.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Reading with parents, or independently, daily if possible, or at least 3 times a week, for 20 minutes.</li> <li>• Learning weekly spellings patterns.</li> <li>• Completion of Doodle Assignments for English and Maths.</li> <li>• Staying in the 'Green Zone' on Doodle is an aspiration, but not an expectation.</li> <li>• Practising and recalling all times tables, and related division facts, up to 12x12.</li> <li>• A written English or Maths activity will be provided from Term 3</li> </ul>

**How staff support this policy:**

- By providing a range of homework tasks and activities;
- By differentiating tasks according to the child's ability;
- By ensuring that the children have a clear understanding of the tasks involved and a common understanding of the high expectations held of them individually;
- By checking that homework has been completed and recognising this by awarding a House Point for the completion of Doodle Assignments, and
- By running a homework club, whenever possible, during a lunchtime to support children unable to complete these tasks at home

**How parents /carers can help to support their children:**

- Provide a quiet space to complete tasks;
- Complete the reading record to evidence your child's commitment to reading;
- Ensure your child is able to access Doodle English and Doodle Maths activities, and inform the class teacher, if not;
- Provide encouragement and support to your child with the homework tasks;
- Support the school in explaining and valuing homework, and
- Share with school any issues arising from homework.

**Children are expected to:**

- Take pride in their homework tasks, and
- Complete tasks by the agreed dates.