



## **HOMEWORK POLICY**

### **School Mission Statement**

All Children's IPS strives to promote high self-esteem, a love of life-long learning and responsible citizenship within our school community where everyone is valued

Approved by Board of Governors

Review Date: 2025-26

## **Our General Aims**

We endeavour:

1. To welcome pupils into a school community in which they can feel a sense of pride, loyalty and belonging and to encourage them to make their own personal contribution to enhance school life.
2. To assist each pupil to reach personal fulfilment and happiness and to develop the qualities of self-esteem, self-reliance, adaptability and physical wellbeing.
3. To ensure each pupil feels valued as an individual and that his/her opinions and concerns are listened to.
4. To achieve a happy, purposeful and disciplined atmosphere in the school.
5. To create an environment in school where pupils are safe and secure from harm.
6. To help pupils to develop positive, co-operative, respectful and tolerant attitudes and behaviours and to promote self-discipline.
7. To prepare pupils for secondary education.
8. To facilitate close and co-operative links with parents

## **Aims of this policy:**

- To ensure a consistent approach to homework throughout the school.
- To ensure that teachers, parents and children have a clear understanding regarding expectations for homework.
- To ensure that teachers, parents and children are fully aware of the role they play with regard to homework.

## **Objectives of this policy:**

- To consolidate, reinforce or extend class work.
- To provide opportunities for parents and children to work together.
- To provide an insight for parents into the curriculum their child is covering in class.
- To involve parents in their children's learning.
- To promote good study habits and progress towards becoming independent learners.

## Roles and Responsibilities

School	<ul style="list-style-type: none"><li>• To provide parents with a clear policy regarding homework</li><li>• To ensure the policy is implemented appropriately</li><li>• To support parents by providing useful information about homework</li></ul>
Teacher	<ul style="list-style-type: none"><li>• To plan and set homework appropriate to the needs of the children</li><li>• To explain the homework clearly to the children</li><li>• To mark the homework and provide appropriate feedback to the children</li><li>• To be available to talk to parents and children about homework</li><li>• To inform parents if there is a problem regarding homework</li></ul>
Parent	<ul style="list-style-type: none"><li>• To support their child in completing homework</li><li>• To provide an appropriate environment for their child to complete homework</li><li>• To provide their child with the appropriate resources to complete their homework</li><li>• To ensure their child completes homework to the best of their ability</li><li>• To ensure homework is returned on time and that it is signed</li></ul>
Child	<ul style="list-style-type: none"><li>• To listen carefully when the teacher explains a homework</li><li>• To ensure they have everything they need to complete their homework</li><li>• To complete their homework to the best of their ability</li><li>• To hand their homework in on time</li><li>• To take on board any feedback about their homework</li></ul>

## **HOMEWORK TYPES**

### **Reading**

Children are expected to read or be read to every night. In the early foundation stage the reading books that go home may be wordless books. They are a starting point for discussion with your child. Gradually the children will be introduced to a number of reading strategies such as sounding out, blending, "Look and Say" or looking for clues in the illustrations. As the child develops these skills they will be able to decode words themselves or, from memory, identify "tricky" words.

As your child's reading skills develop the amount and difficulty of the text will increase, as will the time we would expect a child to read for. It is important to remind your child to use the different strategies they have been taught and to encourage and praise them. No matter what age the child is, it is vitally important that you ask them questions about what they have read to check for understanding.

Details for each year group accompany this policy.

### **Learning including Spellings / Facts**

Children are expected to complete learning homework throughout their school career. The older children will have spellings, tables and number facts to commit to memory and then apply these to writing or problem solving activities. For the younger children learning homework may include letter sounds or letter names. From as early as P2 the children will have spellings. This homework is every bit as important as written homework. Details for each year group accompany this policy.

### **Written**

Written homework is usually set to reinforce or consolidate work that has taken place in the classroom. It will be designed to develop the two main skills of communication and mathematics. Completing these activities helps establish study skills that will serve them well later in life. They also allow a parent to see how their child approaches written activities and the standard of work they are capable of. Written homework should be signed and returned on time. Details for each year group accompany this policy.

### **Research Type Homework**

Research homework is linked to the topics that the children are studying in school. Unlike some of the other homework it is usually set over a number of nights and is more open-ended i.e. The children have an element of choice as to what goes into their homework. In the early years such a homework might be a finding out task. At the upper end of the primary school it may involve compiling a project on the Victorians. The tasks set are age appropriate. Details for each year group accompany this policy.

### **Where can a parent find out more?**

Parents can check their child's homework diary.  
For exceptional homework a separate note may be given.  
By speaking with their child's class teacher.

### **HOMEWORK ROUTINE**

In P1, homework is sent home in a homework pack on Tuesdays and is asked to be returned the following Monday.

In P2, language homework is sent home on a Monday and is asked to be returned when completed. Numeracy/topic homework is sent home on a Wednesday and is asked to be returned when completed. In the 3<sup>rd</sup> term it is normal that they return it the next day.

In P3, homework is sent home in a homework pack on Tuesday and is asked to be returned the following Monday.

By P4 the amount and frequency of homework increases and it would be unreasonable to give this all out at once. For both pupil and teacher time management homework is therefore given on a particular night and generally expected to be returned and completed the next day. From P4 to P7 separate homeworks are given each night (other than topic homeworks) and are usually asked to be returned the following day.

There is no homework diary in P5 as homework is written directly into the homework book.

It is also expected that the children take home the books required to complete the homework.

Further details for each year group accompany this policy. Expected times to complete homework are given within this information. If you have any concerns regarding your child and these suggested times, please speak to the class teacher.

## **READING HOMEWORK**

<b>CLASS</b>	<b>HOW OFTEN</b>	<b>EXPECTED TIME SPENT</b>
P1	A reading booklet is given each week	Based on readiness to learn
P2	2 nights per week	10/15 mins on tasks (or longer if required)
P3	Every day and is recorded in book what to read i.e. whole book or selected pages	10 mins per night
P4	"Easy Reads" sent home Mon/Tues.  Individual readers: 3 per week	1 week 15 mins per evening  2 days to complete each book 15 mins per evening
P5	Books sent home and recorded as necessary	1-2 weeks depending on length of book 10-15 mins per evening
P6	Individual readers - books home each night  Other children. Comprehension activities inc. cloze procedure.	15 mins per night
P7	4 reading groups. Groups prepare for in-class group reading sessions (twice a week) night before.	2 sessions per week 20 mins per night

**LEARNING HOMEWORK (including spellings/number facts)**

CLASS	HOW OFTEN	EXPECTED TIME SPENT
P1	2 activities per week	Based on readiness to learn
P2	Weekly Linguistic phonics /literacy Using Maths or Topic Tasks 1 per week	1 week - 10/15 mins per evening  1 week - 10/15 mins per evening
P3	<b>Spellings:</b> Work given to be repeated every day.  <b>Tables:</b> Related to topic - 1 x week	10 mins  10 Mins
P4	<b>Linguistic Phonics:</b> activities sent home on Monday 3/4 tasks to complete  <b>Tables:</b> sent home on Monday, return Friday	4 days - return on a Friday. 10 mins per evening  4 days. 10 mins per evening
P5	<b>Spellings:</b> Sent home on Monday with appropriate tasks  <b>Tables:</b> Tuesday & Thursday as part of numeracy homework Every other week	Handed in and tested on Friday. 10 mins on Mon. and Wed.  Expected to be handed in next day. 10 mins on Tues. and Thurs.
P6	<b>Spelling:</b> Daily (4 days) Linguistic phonics activity book <b>Tables:</b> Weekly	10 mins  10 mins

<b>P7</b>	<b>Spellings:</b> Linguistic phonics - every day  <b>Tables:</b> every day (in class)	Dictation - Friday. 10 mins per evening  Tables. 10 mins per night Test - Friday.
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### WRITTEN HOMEWORK

<b>CLASS</b>	<b>HOW OFTEN</b>	<b>EXPECTED TIME SPENT</b>
<b>P1</b>	3 to 4 per week	Based on readiness to learn
<b>P2</b>	1 per week	10-15 mins
<b>P3</b>	4 per week including literacy, numeracy and WAU	15-20 mins 15 mins
<b>P4</b>	4 nights - 2 x Literacy 2 x Numeracy	1 night 30 mins
<b>P5</b>	Literacy - Monday & Wednesday Numeracy - Tuesday & Thursday  Creative Writing - 1 per month	Expected to be handed in next day. 10-15 mins.  Handed in on Friday
<b>P6</b>	4 per week- alternate days Maths/English	30 mins
<b>P7</b>	Tues/Thurs: Maths Mon/Wed: Literacy Creative Writing - 1 per month WAU - 2 per month	1 per night 50 mins per night



## RESEARCH/ACTIVITY HOMEWORK

Research type homework e.g. Finding out about life in Victorian times (P7), talking to grandparents about school when they were young (P3) are included at various times and will generally be part of the written homework schedule.

<b>CLASS</b>	<b>HOW OFTEN</b>	<b>EXPECTED TIME SPENT</b>
<b>P1</b>	1 per week	Based on readiness to learn
<b>P2</b>	2/3 per term	1 week to complete 15 mins(or more if required)
<b>P3</b>	2 per month connected to topic	15 mins
<b>P4</b>	1 per month (usually inference objects to bring into class)	1 week to complete 30 mins
<b>P5</b>	Depending on Topic: Approx. 1 per term	Weekly task - handed in on Friday or Monday 10 mins
<b>P6</b>	2 per month connected to topic	30 mins
<b>P7</b>	2 per month (depending on topic)	2 per month 50 mins