



Miers Court Primary School

Homework Policy

Policy Scope:	Miers Court Primary School
Responsibility:	Local Academy Board
Date Adopted:	March 2021
Reviewed:	December 2022 September 2024
Review Frequency:	At least every 2 years

Contents

1. Statement of Intent
2. Legal framework
3. Responsibilities
4. Our approach to homework
5. Absences
6. Pupils who fail to complete homework
7. Marking homework
8. Pupils with SEND
9. Equal opportunities
10. Monitoring and review

1. Statement of intent

Miers Court Primary School is a vibrant, enthusiastic, forward thinking and safe learning environment in which pupils are given every opportunity to a fulfilling education.

We believe that homework plays an important part in education and the benefit of doing homework must be instilled at an early age so that independent study can be achieved.

We are also aware that pupils have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We will give careful consideration to ensuring homework is well-balanced across the school.

This policy aims to:

- Develop a consistent approach to homework throughout the school.
- Make sure that teaching staff, parents and pupils are aware of their responsibilities with regards to homework.
- Ensure that parents understand what is expected of their child.
- Encourage pupils to develop the responsibility and self-discipline required for independent study.
- Embed knowledge and support pupils' learning experiences via revision and reinforcement.
- Work with parents and involve them in their child's learning, and to keep them informed about the work their child is undertaking.
- Use homework as a tool for raising standards of attainment.
- Extend learning beyond the classroom.
- Give pupils further practise and a deeper understanding of skills, knowledge and concepts learned during the school day.

2. Legal Framework

This policy has due regard to all relevant statutory and good practice guidance including, but not limited to, the following:

- DfE (2019) 'Ways to reduce workload in your school(s)'
- Ofsted (2023) 'School inspection handbook'
- Ofsted (2023) 'School monitoring handbook'

This policy operates in conjunction with the following school policies:

- Marking and Feedback Policy
- Teaching and Learning Policy
- Parent Code of Conduct
- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Attendance and Absence Policy

3. Responsibilities

The Principal and Local Academy Board are responsible for: -

- Monitoring the effectiveness of this policy.
- Reviewing this policy every 2 years and making appropriate updates as required.
- Discussing with staff the extent to which this policy is being implemented.
- Meeting with parents and discussing the impact of homework as appropriate.
- Providing parents with information about homework.
- Informing new parents about this policy.
- Monitoring the effectiveness of inclusivity and accessibility of homework.

Phase leads are responsible for: -

- Ensuring all members of staff within their phase are aware of the school's Homework Policy
- Monitoring the effectiveness of this policy within their phase and reporting the findings back to the Principal.
- Answering any queries that teaching staff have regarding this policy and the school's practices.

Teachers are responsible for: -

- Planning and setting up a regular programme of homework for pupils
- Providing an explanation of homework tasks and ensuring that all pupils understand what they have to do
- Ensuring all homework is purposeful and links directly to the curriculum
- Setting homework that is appropriate to pupils' abilities
- Monitoring homework regularly and making sure pupils are completing it
- Marking homework and giving feedback to pupils
- Communicating with parents if there is a problem regarding homework
- Being available to parents and pupils for a discussion about homework
- Setting homework that is consistent across year groups.
- Ensuring homework takes equal opportunities into account and that the needs of pupils with disabilities are considered
- Showcasing and rewarding quality work and praising pupils who regularly complete homework.

Parents are responsible for: -

- Supporting and encouraging their child with regards to completing homework

- Becoming involved in their child's homework and encouraging their child to have a positive attitude towards it
- Making sure that their child completes homework to a high standard and on time
- Providing suitable conditions and resources for their child to complete homework
- Praising their child and celebrating achievements with regards to their homework
- Informing teachers of any issues that may arise and cooperating with the school to find a solution
- Keeping the school informed of any change in circumstances which may affect their child's learning and ability to complete homework effectively
- Encouraging their child to discuss homework and feedback from teachers.

Pupils are responsible for: -

- Taking responsibility for their own learning and submitting completed work in a timely manner
- Having a positive approach towards homework
- Putting the same effort into homework as class work
- Making sure they understand the tasks that have been set and seeking clarification if required
- Ensuring that they have everything they need to complete homework and returning to school all books/stationery needed to complete their homework
- Taking pride in the presentation and content of their homework and performing to the best of their abilities

4. Our approach to homework

The school understands that setting, marking and providing feedback on homework is a large contributor to the workload of teachers; therefore, phase leaders and teachers ensure that homework only takes place to positively impact pupils' progress.

Teachers ask themselves, 'Why am I setting this homework?' and, 'How will this homework be useful to the pupil?'. If the answers to these questions do not reflect a positive impact on pupils' learning, teachers use their professional judgement and decide whether the homework is necessary.

If a teacher has a query, their phase leader is available to offer guidance and support regarding the school's procedures.

Teachers explain the school's approach to homework to parents at their parent welcome evening in the autumn term.

Every term each year group is informed of what is expected of them with regards to homework via the termly year group newsletter.

Pupils receive homework on a weekly basis.

English and maths homework is responded weekly and returned to the pupil. Other homework is displayed and celebrated in the classroom or online.

Parents are encouraged to discuss any errors with their child. If they have any queries, they should talk to their child's teacher.

Where teachers identify gaps in an individual's learning, additional personalised learning packs may be provided. This will be in discussion with parents.

The amount of homework set for pupils will increase as they progress through their education. The table below gives an example of this.

The table below shows expected homework. Tasks may be set in addition to the below activities:

	Reading	HRSWs/ Common Exception words	Phonics/Spelling	English	Numbots/TTRS	Maths	Topic
		Set Friday	Set Friday	Set Friday		Set Friday	Set beginning of each holiday
EYFS	Recommended minimum 5 minutes daily	HRSW list sent home at the start of the term Dojo updated weekly with words covered that week to practise	Parents informed of phonics taught that week along with examples of words via Dojo	-	15 mins weekly as a minimum	-	Menu of activities sent home at beginning of each holiday for upcoming term Expectation is children complete a minimum of one per term
1	Recommended minimum 5-10 minutes daily	HRSW list sent home at the start of the term Parents notified of the HRSWs covered that week for practise via Dojo.	Activities sent link with the phonics taught that week. Differentiated according to ability and phonic knowledge.	Classroom learning linked homework sent alternative weeks	20 mins weekly as a minimum	Classroom learning linked homework sent alternative weeks	Menu of activities sent home at beginning of each holiday for upcoming term Expectation is children complete a minimum of one per term
2	Recommended minimum 10 minutes daily	Common exception word lists sent home or made available on Dojo at the beginning of the academic year. 5 common exception words sent weekly and displayed	Parents informed of phonics/spelling pattern taught that week along with examples of words	CGP Books or similar activities linked to classroom learning	20 mins weekly as a minimum	CPG Books or similar activities linked to classroom learning	Menu of activities sent home at beginning of each holiday for upcoming term Expectation is children complete a

		in classroom- children praised when spelt correctly in their learning					minimum of two per term
3	Recommended minimum 10-15 minutes daily	Common exception word lists sent home or made available on Dojo at the beginning of the academic year. 5 words sent weekly and displayed in classroom- children praised when spelt correctly in their learning	Parents informed of spelling pattern taught that week along with examples of words	Classroom learning linked homework sent weekly	30 mins weekly as a minimum	Classroom learning linked homework sent weekly	Menu of activities sent home at beginning of each holiday for upcoming term Expectation is children complete a minimum of three per term
4	Recommended minimum 15 minutes daily	Common exception word lists sent home or made available on Dojo at the beginning of the academic year. 5 words sent weekly and displayed in classroom- children praised when spelt correctly in their learning	Parents informed of spelling pattern taught that week along with examples of words	Classroom learning linked homework sent weekly	40 mins weekly as a minimum	Classroom learning linked homework sent weekly	Menu of activities sent home at beginning of each holiday for upcoming term Expectation is children complete a minimum of three per term
5	Recommended minimum 15-20 minutes daily	Common exception word lists sent home or made available on Dojo at the beginning of the academic year. 5 words sent weekly and displayed in classroom- children praised when spelt correctly in their learning	Parents informed of spelling pattern taught that week along with examples of words	Classroom learning linked homework sent weekly	40-50 mins weekly as a minimum	Classroom learning linked homework sent weekly	Menu of activities sent home at beginning of each holiday for upcoming term Expectation is children complete a minimum of three per term

6	Recommended minimum 20 minutes daily	<p>Common exception word lists sent home or made available on Dojo at the beginning of the academic year.</p> <p>5 words sent weekly and displayed in classroom-children praised when spelt correctly in their learning</p>	Parents informed of spelling pattern taught that week along with examples of words	CGP Books	50 mins weekly as a minimum	CPG Books	<p>Menu of activities sent home at beginning of each holiday for upcoming term</p> <p>Expectation is children complete a minimum of three per term</p>
---	--------------------------------------	---	--	-----------	-----------------------------	-----------	--

Termly Home Learning Year

In addition to the weekly core homework set by teachers, please choose ... of these activities to complete over the course of the term and return to school with your name attached. You can complete these during the school holidays if that suits your family best.

Teachers to add picture examples to ensure homework looks engaging and inviting.