Canon Burrows CE Primary School Homework Policy

Introduction

Homework is anything that children do outside the normal school day that contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with homework.

Rationale for homework

Homework is a very important part of a child's education and can add much to a child's development and learning. We recognise that the time and resources available limit the educational experience that any school by itself can provide; therefore, children benefit greatly from the mutual support of parents and teachers in encouraging them to learn both at home and at school. Indeed, we see homework as an important way of establishing a successful dialogue between teachers and parents. One of the aims of our school is for children to develop as independent learners. We believe that homework is one of the main ways in which children can acquire the skill of independent learning.

Homework plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. Children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

Aims and objectives

The aims and objectives of homework are:
to enable pupils to make maximum progress in their academic and social development;
to help pupils develop the skills of an independent learner;
to promote a partnership between home and school in supporting each child's learning;
to enable all aspects of the curriculum to be covered in sufficient depth;
to provide educational experiences not possible in school;
to consolidate and reinforce learning done in school and to allow children to practise skills taught in lessons;
to prepare children well for the work to come in their lessons;
to help children prepare for transfer to Secondary school and develop good work habits for the future types of homework

We set a variety of homework activities to support the aims and objectives outlined above. Reading, phonics, number skills, times-tables and spellings are regular weekly homework tasks.

In the Foundation Stage we encourage the children to read by giving them library and or reading books each week to share with parents. When they are ready, Reception children have reading books to take home to read with their parents and we ask them to practise 'a little and often'.

Reading

Learning to read is essential for children to be able to access learning across all subject areas of the curriculum. Children need to practise their reading at home and in school to ensure they progress well and develop fluency. Please commit to listening to your child read at least five times a week and writing a comment in their reading diary. This will really ensure your child develops their reading skills at a good rate and keeps up with the National Curriculum expectations. Don't stop reading to your child as they move through school. Children love to listen to stories no matter what their age and it is such a wonderful way to spend time with your child especially before they go to bed as it will calm them and help them to switch off from the day and take them to wonderful new places. You can choose books that they cannot yet read for themselves which will contain lots of new language to build their vocabulary, which they will then use when they are talking to others and in their writing too.

Spellings

Weekly spelling homework will be based on what children have been learning in class that week, either in phonics sessions or spelling lessons which will support children in recognising spelling patterns or specific spelling rules to help children make connections between sounds and letters. Additionally, spellings may also include high frequency common exception words — words that can be tricky to sound out. By learning them off by heart, children can recognise the whole word when reading, which helps them to read with fluency and understand what they are reading. It also supports their writing, enabling them to focus on what they want to write rather than worrying about spelling. Please help your child to say the words aloud as well as spell them by practising each week.

Timetables and Number facts

In Reception and Key Stage 1, children use NumBots to develop their understanding of number facts, helping them build a strong foundation in number recognition, addition and subtraction. As children move through school, they progress to using Times Tables Rock Stars to learn and recall multiplication and division facts quickly and accurately. Regular practice on these platforms supports children's confidence and fluency in maths, which is essential for tackling more complex problems as they progress. Please ensure your child accesses the Numbots and Times Tables Rock Stars app little and often – the recommendation is a minimum of three minutes a day. Regular practice supports rapid recall when solving problems and is essential preparation for the Year 4 national multiplication check, and beyond.

Year 6 Additional Homework

Year 6 additional homework may be sent out prior to the National SATs tests including comprehension materials for you to discuss with your child and revisiting maths concepts etc. There will be a full explanation given to parents/carers to be able to help their child with this. If parents and carers have any questions about homework, they should, in the first instance, contact the child's class teacher.

If anyone wishes to make a complaint about the school homework policy, or the way in which it is implemented, parents or carers should contact the head teacher, and should concerns still remain, the governing body should be informed.

Amount of Homework

We increase the amount of homework that we give the children as they move through the school. We expect Foundation Stage children to spend 5-10 minutes each night on homework. We expect Key Stage 1 children to spend approximately 10 – 15 minutes each night, including reading. We expect children in years 3 and 4 to spend approximately two hours on homework and children in years 5 and 6 to spend approximately two and a half hours per week.

Teachers are responsible for organisation in their own classes and establish their own routines for setting and collecting in homework for marking. However, year group expectations for homework (such as day of handout and return) are outlined in September each year.

Pupils with special educational needs

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has additional needs, we endeavour to adapt any task set so that all children can contribute in a positive way. Children may be given homework that is different to or additional from whole class activities in order to help them to meet their individual targets.

The role of parents/carers

Parents/carers have a vital role to play in their child's education, and homework is an important part of this process. We ask parents/carers to ensure that their child completes the homework tasks that are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents/carers can support their child by providing a good working space at home, providing basic equipment eg. pen, pencil, ruler, crayons, scissors and glue, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

If parents/carers have any problems or questions about homework; including the providing of resources to complete homework, they should, in the first instance, contact the child's class teacher.

Plan time each week for the following homework activities.	
Where/how?	**Reading**
Find a quiet, comfy space to sit with your child as they read to you- this could be at home or in the car	• Read their school reading book to an adult at least five times a week and comment in their reading diary each time • Read to your child each night before bed (this could be a book that they would not be able to read on their own that you can enjoy reading together) This should not be technology based, but a physical book. • Share your child's library book with them or take an interest in the book they have chosen (this will help you to know what type of books they like to read)

<table>
<tr><th></th><th>Timetables</th><th>Spellings</th></tr>
<tr><td rowspan="2">Plan short pockets of time for your child to learn their timetables and spellings. This can be at home or whilst you are on the go.</td><td>Practice on TT rock stars or Numbots for 21 minutes a week- this could be 3 minutes daily.
An adult to test children on their timetables/number facts - this is great to do on a car journey.
Play games to help your child with their number facts/timetables.</td><td>Practice the word list each week. Each week, ask your child to spell out the letters in each word before writing it down three times. In Key Stage 2, ask your child to write the spellings in sentences to support with their vocabulary development as well as their spelling.</td></tr>
<tr><td colspan="2">These activities require practice over time and are essential for maths and English development.
One to one learning of timetables and spellings is most effective so your support at home with this is essential.</td></tr>
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- Make sure you have set times each week to compete the homework tasks.
- Please guide your child with their homework- not leaving them to do it on their own.
- Talk them through it setting high expectations. Equally do not do it for them as it should represent their age and ability.

Monitoring of homework by class teachers
Teachers will check that homework has been completed every Friday. Any children who have not been able to complete their homework will be supported to do so in their year group homework club. This will be held at break or lunchtime on a Friday, for 15 minutes.

Using Technology to Support with Homework

A copy of the school's Digital Safeguarding Policy can be viewed on the school website. The child's safety is paramount in all matters regarding use of the internet and we advise parents and carers to always supervise their child's access to the internet. The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their children to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by copying, pasting and printing out something that has been written by somebody else. In Key Stage 2, homework can be accessed and returned with ease using Google Classrooms.

Monitoring and review

It is the responsibility of our governing body to regularly review, agree and then monitor the school homework policy. This is done by the Curriculum and Standards committee. Parents complete regular questionnaires and parents are asked about homework as part of a parental questionnaire annually. The governing body pays careful consideration to any concern that is raised at that time, or in between OFSTED inspections, by any parent. Our governing body may, at any time, request from our headteacher a report on the way homework is organised in our school.

Updated March 2026