

**St. Peter’s CE Primary School, Heswall**

**Homework Policy**

**2024 -25**

**Date Adopted:**

**Date of Review:**

**Committee: Full Governors**

**Statement of intent**

St Peter’s CE Primary School is a vibrant, enthusiastic, forward thinking and safe learning environment in which children are given every opportunity to complete a fulfilling primary school education.

At St Peter’s CE Primary School, we believe that home learning plays an important part in a child’s education. The benefit of home learning must be instilled at an early age so that independent study can be achieved. We are also aware that children have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We will give careful consideration to making home learning well-balanced across the school.

St Peter’s recognises that family time is of great importance at the weekend and will ensure that homework requirements of children and parents are not overly time consuming. Where homework is causing conflict at home we will work with families to resolve this.

**Aims**

St Peter’s Primary School’s Homework 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 regard to homework.
* Ensure that parents have clarity on what their child is expected to do.
* Encourage pupils to develop the responsibility and self-discipline required for independent study and reading.
* 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 covering.
* Give pupils further practice and deeper understanding of skills, knowledge and concepts learned during the school day.

**1. Responsibilities**

1.1. The role of the headteacher and governing body:

* Frequently check compliance of the policy.
* Monitor the effectiveness of the policy every year.
* Review the policy every year and make appropriate updates as required.
* Discuss with staff how far the Policy is being implemented.
* Meet with parents as appropriate.
* Support parents with information about homework.
* Inform new parents about the Homework Policy.

1.2. The role of the teacher:

* Set regular age-appropriate homework activities.
* Ensure all homework given is purposeful and links directly to the curriculum.
* Set homework that is appropriate to the child’s ability.
* Monitor homework regularly.
* Mark homework and give feedback to pupils as required.
* Communicate with parents if there is a problem regarding homework.
* Be available for discussion, if necessary, to parents and pupils about homework.
* Set homework that is consistent across classes.
* Ensure homework takes equal opportunities into account and that the needs of pupils with disabilities are considered.

1.3. The role of parents/carers:

* Support and encourage their child in completing homework.
* Encourage their child to have a positive attitude towards it.
* Hear children read regularly at home.

1.4. The role of pupils:

* Have a positive approach towards homework.
* Put the same effort into homework as would be expected of class work.
* Complete homework as independently as possible

**2. Homework Tasks – Current practice**

2.1. Key Stage Leaders will explain the organisation of homework to parents at the start of the academic year.

2.2. Every term, the Key Stage curriculum map informs parents about the main topics and units of work being covered.

2.3. Every pupil in KS1 and KS2 will receive weekly homework each Friday which is to be completed by the following Thursday or Friday depending on the phase. Homework is set via Seesaw and/or Google Classroom. Each phase sends a homework sheet weekly reviewing the learning and setting new homework.

2.4. On occasion, additional homework ideas may be sent home linking to wider curriculum themes.

2.5. There may be times that additional homework is set, in consultation with parents, to support specific needs children may have.

2.6. Parents/carers are encouraged to discuss any errors with their child. If they have any queries, they should make an appointment to see their child’s class teacher. Feedback from parents about their child’s homework is also welcomed by the school.

2.7. Homework for each year group is as follows:

| **Homework** | | |
| --- | --- | --- |
| F1 | Early Years | Home Learning - weekly update. Suggested ideas linked to literacy, maths and UtW. Daily phonics, daily reading/sharing a reading for pleasure book. |
| F2 |
| Y1 | KS1 | Daily Reading at home and a homework bingo |
| Y2 | Daily Reading at home and a homework bingo |
| Y3 | LKS2 | Daily Reading at home, Maths homework including TTRS, spellings to learn |
| Y4 | Daily Reading at home, Maths homework including TTRS, spellings to learn |
| Y5 | UKS2 | Daily Reading at home, Spelling homework, Maths homework, TTRS |
| Y6 | Daily Reading at home, Spelling homework, Maths homework, TTRS (SATS booster homework pack) |

2.8 As a school we do not send homework over holiday periods (with the exception of Year 6 in advance of SATs).

**3. Absences**

3.1. If the child is absent from school due to illness or medical reasons, the school will not supply work for these periods as pupils should be well enough to undertake work. In some cases, there may be exceptions to this rule and the school has the right to decide whether this is acceptable or not.

3.2. If the child is absent for a long period of time, e.g. with a broken arm, the teacher and the parent of the child will agree on what should be done and how much help should be given to the child.

**4. Marking homework**

Recognising the need to maintain teacher well-being and monitor workload teachers are encouraged to set homework that requires little, if any, marking. Where appropriate informal verbal feedback will be given. Similarly, whilst teachers will monitor homework, significant time will not be spent in chasing it where not completed. Homework issues such as this will be raised at parents meetings.

**5. Pupils with SEND**

5.1. The school recognises that pupils with special educational needs and disabilities (SEND) may require specific tasks to be set to address individual learning needs

5.2. While pupils with SEND may benefit from special tasks separate from the homework received from other pupils, it is important that they also do as much in common with other pupils.

5.3. A balanced amount of the right type of homework will be set for pupils with SEND, in consultation with the parents and SENDCo.

**6. Equal Opportunities**

6.1. At St Peter’s Primary School governors and staff members are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity and social, cultural or religious background. All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability.

**7. Policy review**

7.1. This policy is reviewed every two years by the headteacher.

7.2. The scheduled review date for this policy is September 2026.