



HELSEBY HILLSIDE PRIMARY SCHOOL HOMEWORK POLICY

AIMS

WE PRIORITISE HOME READING AND NUMBER FLUENCY

At Helsby Hillside, our biggest focus for children's learning at home is reading. This includes securing Phonics understanding as children start their education journey and a desire to encourage reading for pleasure. This can mean children reading to you, shared reading and talking about books, or even children listening to you read to them which has been proven to improve their vocabulary development. In school, daily reading from a teacher is an important part of every day.

Children will be asked to read regularly at home with increasing expectations as children move through school. These will be shared at the start of each year and set out on class pages.

Phonics (underpinned by our scheme Read, Write Inc.) learning and reading therefore takes centre stage in our approaches to Homework. Teachers will support you to help your child learn to read and then develop their reading fluency through information sent home, guidance on class pages and reading workshops.

Alongside reading, pupils are also encouraged to use TTRockstars at home from Year 2 onwards. Each child has a login for this game which can be accessed on any device and will support times tables development.

Homework in addition to regular reading and number fluency (including times tables) will always have an important purpose and will be designed to be meaningful and to support learning.

Through this policy we aim to:

- Ensure that parents are clear about what their child is expected to do.
- Ensure consistency of approach throughout the school.
- Use homework as a tool to help continue to raise standards of attainment.
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
- Provide opportunities for parents, children and the school to work together in partnership in relation to children's learning.

- Encourage pupils and their parents to share and enjoy learning experiences.
- Reinforce work covered in class by providing further opportunities for individual learning.
- To practise or consolidate basic skills and knowledge, especially in Numeracy and Literacy.
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently.
- To prepare Year 6 pupils for the transfer to secondary school.

HOMEWORK ACTIVITIES AND TIMINGS IN ADDITION TO HOME READING

Homework can be set in many different forms with a variety of expectations and outcomes. It is important to remember that the nature and type of homework changes throughout a pupil's school career with amount and frequency increasing as the pupil gets older. Homework should not cause undue stress on the pupil, family or the teacher.

We expect children to spend the following times completing homework. This is in addition to regular (ideally daily) reading.

Years R, 1 and 2 – up to 1/2 hour per week

Years 3 and 4 – up to 1 hours per week

Years 5 and 6 – up to 1.5 hours per week

Listed below are example tasks and activities that might be given as homework. This is by no means an exhaustive list and is open to constant change, although many of these tasks and activities will be used on a regular basis. Homework activities will change to meet the needs of the pupils involved and activities that might be occurring in class. All homework tasks and activities will have a clear purpose and assist pupils in the process of their academic development.

Within Foundation Stage children will be expected to develop good reading habits as highlighted in the reading booklet given to each family during the induction meeting in the term before their child starts school. This involves reading with and to your child, talking about books and other environmental print. They will also have a sound book that is to be completed on a weekly basis. Letter sounds and key words to be learnt will also be sent home.

During Year One and Two children will still be expected to complete extension activities focusing on basic literacy and numeracy skills, with some project work being sent home to develop independent research skills. If your child is part of an intervention programme then they will receive tasks linked to this.

Throughout Key Stage 2 children will be asked to complete supplementary literacy and numeracy activities. There will be tasks linked to interventions that a pupil may be taking part in and independent research activities.

ROLE OF THE CLASS TEACHER

Each teacher will develop a routine of homework that complements the curriculum and timetable being followed in their class. They will ensure that this routine is communicated to parents and pupils at the start of the year through the class newsletter and learning platform page. Any changes to routines will be made clear to parents and pupils at the earliest opportunity. Tasks set by the teacher will be communicated in an appropriate manner either through the weekly round-up, a note in reading journals and/or a homework diary. Homework will be marked regularly and information about the pupil's understanding will be acted upon as necessary. Notes in homework diaries will be read and acknowledged by the teacher at their earliest convenience.

If homework is not completed, the teacher may direct the child to complete part or all of the homework task during play/lunch times. This will be communicated with parents and strategies shared to support the completion of future homework.

ROLE OF PARENTS/CARERS

In order for homework to be a positive experience for both parent and child then it needs to be seen as partnership with school. Make time and space to support your child in attempting their homework. Encourage and praise your child as they complete each task or part of the task. Please sign and date the entry in the homework diary, adding any comments that you feel are necessary.

At Hillside we are very keen for parents to support and help their children with homework. We take the view that children are likely to get more out of an activity if parents get involved as long as they do not take over too much. There are times when we will want to see what children can do by themselves. It is particularly important, as they get older, for children to become increasingly independent in their learning. If a parent is unsure about what their role should be, they should discuss it with their child's teacher. Any concerns about homework should be addressed with the class teacher in the first instance.

INCLUSION

We aim to provide for all children, regardless of gender, ethnicity or home background, so homework is differentiated, where applicable, to allow each pupil to achieve.

CONCLUSION

This policy should also be read in conjunction with the following policies:

- Teaching and Learning Policy
- Special Educational Needs Policy
- Equal Opportunities Policy

This policy will be reviewed every three years or in the light of changes to legal requirements.

Reviewed by	Adam Khan (HT)	January 2025
Approved by	Learning and Teaching Committee	05/02/25
Next Review Date		September 2027