

The Federation of St Martin's and Seabrook CEP School Homework Policy

Purpose

- Developing an effective partnership between the school and parents and other carers in pursuing the aims of the school, in accordance with our home/school agreement.
- Consolidating and reinforcing skills and understanding, particularly in English and maths.
- Utilising resources for learning at home.
- Extended school learning, for example, through additional reading.
- Encouraging pupils as they get older to develop confidence and self discipline needed to study on their own, and preparing them for the requirements and transition to Secondary education.

Homework builds on learning that takes place in the classroom. It enables the class teacher and the parent to confirm that the child has an understanding of a subject and helps to instill and develop a sense of discipline around working at home. If a teacher sets homework there is an expectation that this will be completed by the set date.

The majority of homework will focus on the core subjects of English and maths. However, other curriculum areas (including links to our Christian Values) are addressed through creative home learning opportunities.

Homework is provided on a consistent basis, with sufficient time allowed for the completion of the task. Children will be given clear instructions on the activity to be undertaken. The amount of time taken on a piece of homework will vary according to the individual child.

Every class teacher will give a written synopsis to parents within a few weeks of the start of the academic year, to explain the work to be covered, what is expected from the children and the approach to homework. This is an important part of the communication process, giving parents the opportunity to ask questions about any aspect of class activity.

The following shows what homework is expected, in general terms, across the school:

- **Year R:** Regular reading recorded in reading record book; Home

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challenges are sent home throughout the year which provide opportunities for family learning that support the learning taking place in school.

- **Years 1 & 2:** Regular reading recorded in reading record book (at least 4 times per week); Mathletics online activities; phonics; Home Learning books (a minimum of four home learning opportunities, focusing around a range of curriculum areas, are to be completed over the course of two terms. These are shared and celebrated in class upon completion).
- **Years 3 & 4:** Regular reading recorded in reading record book (at least 3 times per week); Mathletics online activities; weekly times tables to learn (consolidated with TimesTable Rockstars); spelling activities; Home Learning books (a minimum of four home learning opportunities, focusing around a range of curriculum areas, are to be completed over the course of two terms. These are shared and celebrated in class upon completion).
- **Years 5 & 6:** Regular reading recorded in reading record book (at least 3 times per week); Mathletics online activities; spelling mats; English and maths booklets; Home Learning books (a minimum of four home learning opportunities, focusing around a range of curriculum areas, are to be completed over the course of two terms. These are shared and celebrated in class upon completion).

There is an expectation that children in year 5 and 6 will spend longer on homework activities in preparation for their transition to secondary school. Any child not completing work by the due date may be required to finish their work during break times.

Feedback

It is important that home learning is valued by all parties, and that feedback is given to pupils. This feedback may be given in a variety of ways as deemed appropriate to the task for example; verbal feedback, written comment/marking, note in home learning book.

Role of the parent

The parent is expected to support and encourage the child by providing a suitable amount of time and a conducive home environment in which homework can be done. The class teacher will, as far as possible, ensure that the child is

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completely clear on what they are expected to do at home to ensure that the children are able to communicate this to the parent. This will encourage the children to develop a sense of responsibility.

Children benefit enormously from being able to discuss what they have learned with their parents. This is not to suggest that the parent should spend time altering or correcting the child's work but rather discuss it and suggest how it might be done differently or improved. Constructive comments enable the child to develop a better understanding of the learning and reinforce what is taught in school. Above all other subjects, reading is a crucial aspect of school work and needs to be encouraged at all times. A child's written skills reflect the attitude of reading. A child who reads widely and with enthusiasm is often able to translate this into written work. Although the children are heard read by an adult regularly throughout the week at school, it is also essential that parents hear their child read as often as possible at home. Through this parents should discuss the text with their child, asking questions and talking about characters and their actions, plots and predicting what might happen next. Younger children need to be heard on a regular daily basis (though no less than four times per week). Older children may however be expected to read independently and silently to themselves with parents/carers asking questions to support with their child with their understanding.

It is hoped that parents will support the school in encouraging their children to develop a responsible attitude to their home learning.