

# St Matthew's CE Primary School

## Homework Policy



ST MATTHEW'S  
CE PRIMARY SCHOOL

Created by:	P Langridge	Date: January 2022
Approved by:	Full Governing Body	Date: February 2022
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## 1. Statement of intent

St Matthew's is a vibrant, enthusiastic, forward thinking and safe learning environment in which pupils are given every opportunity to complete 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. Homework can also **reinforce learning from school**, helping **children make progress** and **involving parents** in school work in the process.

However, we are also aware that after a **day working in school**, homework can then be a **cause of friction and anxiety**. We are also aware that pupils have **opportunities and experiences outside of school** that are equally important in developing and enriching their lives and this can **limit the amount of time** children have time to complete their homework.

We will give careful consideration to ensuring homework is well-balanced across the school to allow for children to let their light shine across all their talents, hobbies and interests.

## Aims

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.
- Provide further opportunities for children to embed knowledge and support pupils' learning experiences via recall, 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 practice and a deeper understanding of skills, knowledge and concepts learned at school.

## **2. Legal framework**

- 2.1. Schools are under no legal duty to set homework.
- 2.2. 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 (2019) 'School inspection handbook'
  - Ofsted (2019) 'School inspection handbook – section 8'
- 2.3. This policy operates in conjunction with the following school policies:
  - Learning Policy
  - Positive Relationships and Behaviour Behaviour Policy
  - Home School Agreement

## **3. Responsibilities**

- 3.1. The headteacher and governing board are responsible for:
  - Frequently checking the policy's compliance with statutory and good practice requirements.
  - Monitoring the effectiveness of this policy.
  - Reviewing the policy every two years and making appropriate updates as required.
  - Discussing with staff the extent to which this policy is being implemented.
  - Meeting with parents as appropriate.
  - Providing parents with information about homework.
  - Informing new parents about the Homework Policy.
- 3.2. Key Stage Leaders are responsible for:
  - Ensuring all members of staff within their Key Stage are aware of and following the school's Homework Policy.
  - Monitoring the effectiveness of this policy within their Key Stage and reporting their findings back to the headteacher.
  - Answering any queries that teaching staff have regarding this policy and the school's practices.
- 3.3. Teachers are responsible for:
  - Planning and setting up a regular programme of homework for pupils, as agreed in this policy.

- 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, as appropriate, 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 with this policy.
- Ensuring homework takes equal opportunities into account and that the needs of pupils with disabilities are considered.
- Rewarding quality work and praising pupils who regularly complete homework.

#### 3.4. 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.
- Using the options available to support their child in the best way possible using the time available to them.
- 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 co-operating 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.

#### 3.5. 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**

- 4.1. At St Matthew's we recognise that there is not one-size-fits-all approach to homework. All families are different and will have a different amount of time or space across a week to complete homework. Our flexible approach to homework is designed to provide children with many options for extending learning outside of school but empowers parents and carers to choose the amount and type of homework that is right for their family.
- 4.2. The school provides a number of options for children to complete as homework, with different expectation levels: 'must do', 'should do', 'could do' and 'may do'. Beyond the 'must do', completion of homework is encouraged but parents and carers are empowered to choose the amount and type of homework children complete across a week that works for their family.
- 4.3. For all year groups, daily reading will feature as a 'must do'. One of the St Matthew's curriculum drivers is to inspire fluent, avid readers and school and parents/carers agree that when carried out regularly, sharing reading at home is a powerful tool to enable children to read. Any 'must do' homework is monitored, and school will work with parents and carers to ensure this is completed as often as possible.
- 4.4. In Upper Key Stage 2, children have personal responsibility to complete an additional 'must do' homework and may be required to complete this in school if it is not completed at home. This will help to prepare children for secondary schools which will increase the homework expectations of the children.
- 4.5. Homework set at all other expectation levels will be monitored to inform teaching and learning and allow teachers the opportunity to celebrate work completion and high standards being met.
- 4.6. Different tasks may be prioritised for different year groups and for different children. For example, in Year 4, where children take part in the Multiplication Tables Check, Times Tables homework will be encouraged above other optional homework. At parents evening or other informal meetings, teachers may encourage specific parents, carers and children to prioritise a particular homework as it will help address an identified need or gap in the child's learning.
- 4.7. The school understands that setting, marking and providing feedback on homework is a large contributor to the workload of teachers; therefore, Key Stage Leaders and teachers ensure that homework only takes place to positively impact pupils' progress.

- 4.8. 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.
- 4.9. A large proportion of homework is set through/uploaded to online platforms where pupils and parents can view and complete homework tasks – reducing printing costs and the number of lost homework sheets. This also positively impacts teacher workload and ensures time can be spent responding to the needs identified through the homework, rather than marking.
- 4.10. Where paper-based homework is provided, parents/carers are generally provided with answers so this can be marked at home with the children before returning to school. This will not only allow teachers to spend their time responding to any needs identified, but also allows children the opportunity to correct their work as necessary before handing this in.
- 4.11. A limited amount of paper-based homework is provided to give parents and carers the opportunity to work alongside children to complete an off-line activity and reduce screen time.
- 4.12. If a teacher has a query, their Key Stage Lead is available to offer guidance and support regarding the school's procedures.
- 4.13. Teachers explain the school's approach to homework to parents at the parents' information meeting in September.
- 4.14. Every term (and throughout the year on the school website), each year group is informed of what is expected of them with regards to homework.
- 4.15. Every year, the class teacher / school website informs parents about the main topics and units of work being covered.
- 4.16. Pupils may use homework books or booklets to complete any written homework (e.g. spellings).
- 4.17. Pupils receive most homework on a weekly basis (generally on a Monday) which is to be returned the following Monday morning.
- 4.18. Some work may be set daily e.g. reading, and some termly e.g. Family Topic Homework.
- 4.19. For homework that does not fall into daily, weekly or termly, a specific due date will be given.
- 4.20. In total, the school provides activities that are designed to take around 1 – 2 hours a week, depending on the age of the pupil.
- 4.21. Homework is checked every week and used to inform teaching and learning in the classroom, as well as future homework.

- 4.22. Parents are encouraged to discuss any errors with their child. If they have any queries, they should make an appointment to see their child's teacher. Feedback from parents about their child's homework is also welcomed by the school.
- 4.23. The amount of homework set for pupils increases as they progress through their education.
- 4.24. Teachers may *occasionally* set extra homework for the whole class if they deem it beneficial.
- 4.25. The table in Appendix 1 shows expected homework.



## **5. Absences**

- 5.1. If a pupil is absent from school due to illness or medical reasons, the school will not supply work for these periods – pupils should be well enough to undertake any work supplied.
- 5.2. There may be exceptions to 4.1, including for COVID-related absence as laid out in the Remote Learning Policy. The classroom teacher will decide whether homework should be set on a case-by-case basis.
- 5.3. If a pupil is absent for a long period of time, e.g. with a broken arm, the teacher and the parents of the pupil will agree on what should be done and how much help should be provided. Please refer to the Supporting Children with Medical Conditions Policy for further information.

## **6. Pupils who fail to complete homework**

- 6.1. All teachers aspire for children to reach their full potential, and therefore all pupils are expected to complete 'must do' homework on time. All children will be encouraged to complete as much homework as is possible and appropriate in addition to this.
- 6.2. Teachers keep/have access to records of pupils completing 'must do' homework which are regularly checked.
- 6.3. Pupils who complete homework to a high standard and on time will be recognised for the effort and dedication they have shown with team points.
- 6.4. If pupils fail to complete 'must do' homework, teachers contact parents to find out why or send reminders about the tasks set. Non-completion of homework may also be discussed at parent meetings such as Parents' Evening.
- 6.5. Upper Key Stage 2 pupils who do not complete homework without a valid reason will be given the opportunity to complete this during their break or lunch time.

## **7. Feedback**

- 7.1. Homework may be marked in a variety of ways, in accordance with the school's Learning Policy (Feedback).
- 7.2. In general, homework is marked automatically through the online platforms so children are provided with in the moment feedback. Teachers can monitor this and use the information to inform future learning.
- 7.3. For some written homework, parents, carers and children have access to the answers so work can be self-marked before handing in, and corrections made where necessary.
- 7.4. Occasionally, homework may be marked orally with the pupil or class (e.g. Spelling tests).
- 7.5. Some homework, such as Family Topic Homework, may not be marked, but rather celebrated for the effort shown and the learning that has taken place.

## **8. Pupils with SEND**

- 8.1. A balanced approach to homework will be adopted for pupils with SEND, in consultation with the pupil's parents and the SENDCO.
- 8.2. The school recognises that pupils with SEND may require specific tasks to be set, as outlined in their individual education plans.
- 8.3. While pupils with SEND may benefit from differentiated tasks separate from the homework received by other pupils, it is important that they also complete as much standard homework as possible.

## **9. Equal Opportunities**

- 9.1. The school is committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity and social, cultural or religious background.
- 9.2. All pupils have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability.

## **10. Monitoring and review**

- 10.1. This policy is reviewed every two years by the headteacher.

Year	Appendix 1: Homework Overview		
	EYFS and Key Stage 1		
	Must do	Could do	May do
Nur	<ul style="list-style-type: none"> <li>Sharing books together (35)</li> </ul>	<ul style="list-style-type: none"> <li>1 x Tapestry home learning activity (10)</li> </ul>	<ul style="list-style-type: none"> <li>Weekly St Matthew's Challenge (5) – <i>added to Weduc each Friday</i></li> <li>Termly Family topic homework – <i>suggestions of activities/trips linked to a class topic</i></li> </ul>
Rec	<ul style="list-style-type: none"> <li>Reading library / phonics* books each night (*when applicable) – <i>Log in GoRead (35)</i></li> </ul>	<ul style="list-style-type: none"> <li>Reading Eggs activities (15) – <i>tailored learning journey through the online program</i></li> <li>1 x Tapestry home learning activity (10) – <i>respond in Tapestry with any photos/comments</i></li> </ul>	<ul style="list-style-type: none"> <li>Weekly St Matthew's Challenge (5)</li> <li>Termly Family topic homework – <i>suggestions of activities/trips linked to a class topic</i></li> </ul>
1	<ul style="list-style-type: none"> <li>Reading library / phonics* books each night (*when applicable) – <i>Log in GoRead (35)</i></li> </ul>	<ul style="list-style-type: none"> <li>Reading Eggs activities (20) – <i>tailored learning journey through the online program</i></li> <li>Numbots (20) – <i>little and often is best!</i></li> <li>White Rose Maths Workbook (20) – <i>sent home after each maths unit</i></li> </ul>	<ul style="list-style-type: none"> <li>Weekly St Matthew's Challenge (5) – <i>added to Weduc each Friday</i></li> <li>Termly Family topic homework – <i>suggestions of activities/trips linked to a class topic</i></li> </ul>
2	<ul style="list-style-type: none"> <li>Reading library / phonics* or book band* books each night (*when applicable) – <i>Log in GoRead (35)</i></li> </ul>	<ul style="list-style-type: none"> <li>Reading Eggs/ Reading Eggspress activities (20) – <i>tailored learning journey through the online program</i></li> <li>Numbots, then Times Table Rock Stars from Spring term (20) – <i>little and often is best!</i></li> <li>White Rose Maths Workbook (20) – <i>sent home after each maths unit</i></li> <li>Weekly spellings (15) – <i>practise in spelling book for weekly test</i></li> </ul>	<ul style="list-style-type: none"> <li>Weekly St Matthew's Challenge (5) – <i>added to Weduc each Friday</i></li> <li>Termly Family topic homework – <i>suggestions of activities/trips linked to a class topic</i></li> </ul>
(*) – Suggested weekly time in minutes for activity to have maximum impact			

Year	Appendix 1: Homework Overview		
	Key Stage 2		
	Must do	Could do	May do
3	<ul style="list-style-type: none"> <li>Reading library / phonics* or book band* books each night (*when applicable) – <i>Log in GoRead (35)</i></li> </ul>	<ul style="list-style-type: none"> <li>Reading Eggs/ Reading Eggspress activities (20) – <i>tailored learning journey through the online program</i></li> <li>Times Table Rock Stars (20) – <i>little and often is best!</i></li> <li>White Rose Maths Workbook (20) – <i>sent home after each maths unit</i></li> <li>Weekly spellings (15) – <i>practise in spelling book for weekly test</i></li> </ul>	<ul style="list-style-type: none"> <li>Weekly St Matthew's Challenge (5) – <i>added to Weduc each Friday</i></li> <li>Termly Family topic homework – <i>suggestions of activities/trips linked to a class topic</i></li> </ul>
4	<ul style="list-style-type: none"> <li>Reading library / book band* books each night (*when applicable) – <i>Log in GoRead (70)</i></li> </ul>	<ul style="list-style-type: none"> <li>Reading Eggspress activities (20) – <i>tailored learning journey through the online program</i></li> <li>Times Table Rock Stars (20) – <i>little and often is best!</i></li> <li>White Rose Maths Workbook (20) – <i>sent home after each maths unit</i></li> <li>Weekly spellings (15) – <i>practise in spelling book for weekly test</i></li> </ul>	<ul style="list-style-type: none"> <li>Weekly St Matthew's Challenge (5) – <i>added to Weduc each Friday</i></li> <li>Termly Family topic homework – <i>suggestions of activities/trips linked to a class topic</i></li> </ul>
5	<ul style="list-style-type: none"> <li>Reading library / book band* books each night (*when applicable) – <i>Log in GoRead (70)</i></li> <li>White Rose Maths Workbook (15) – <i>sent home after each maths unit</i></li> </ul>	<ul style="list-style-type: none"> <li>Reading Eggspress activities (20) – <i>tailored learning journey through the online program</i></li> <li>Times Table Rock Stars (20) – <i>little and often is best!</i></li> <li>Weekly spellings (15) – <i>practise in spelling book for weekly test</i></li> </ul>	<ul style="list-style-type: none"> <li>Weekly St Matthew's Challenge (5) – <i>added to Weduc each Friday</i></li> <li>Termly Family topic homework – <i>suggestions of activities/trips linked to a class topic</i></li> </ul>
6	<ul style="list-style-type: none"> <li>Reading library / book band* books each night (*when applicable) – <i>Log in GoRead (70)</i></li> <li>Google Classroom set work (30) – <i>children independently access a piece of work to be completed in Google Classroom</i></li> </ul>	<ul style="list-style-type: none"> <li>Reading Eggspress activities (20)</li> <li>Times Table Rock Stars (20) – <i>little and often is best!</i></li> <li>White Rose Maths Workbook (20) – <i>sent home after each maths unit</i></li> <li>Weekly spellings (15) – <i>practise in spelling book for weekly test</i></li> </ul>	<ul style="list-style-type: none"> <li>Weekly St Matthew's Challenge (5) – <i>added to Weduc each Friday</i></li> <li>Termly Family topic homework – <i>suggestions of activities/trips linked to a class topic</i></li> </ul>
(*) – Suggested weekly time in minutes for activity to have maximum impact			

## **Appendix 2: Year Group Homework 'Menus'**

# NURSERY HOMEWORK MENU

## MUST DO



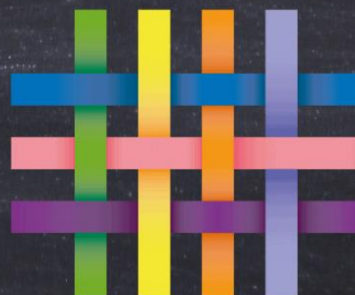
Sharing stories together

.....

5 minutes per night

## COULD DO

Completing the weekly home learning activity set on Tapestry



## MAY DO



Termly Family Topic Homework and weekly St Matthew's Challenge to reinforce learning at home



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# RECEPTION HOMEWORK MENU

## MUST DO



Reading library / phonics books and logging reading or sharing stories together

5 minutes per night

## COULD DO

Online option: Completing activities on Reading Eggs

Little and often is best!



Offline option: Completing the weekly home learning activity set on Tapestry

## MAY DO



Termly Family Topic Homework and weekly St Matthew's Challenge to reinforce learning at home



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# Y1 HOMEWORK MENU

## MUST DO



Reading library / phonics books  
and logging reading

5 minutes per night

## COULD DO

Online options: Completing work  
on these sites each week

Little and often is best!



Offline option: Completing maths  
booklets linked to current learning

## MAY DO



Termly Family Topic Homework  
and weekly St Matthew's  
Challenge to reinforce learning  
at home



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# Y2 HOMEWORK MENU

## MUST DO



Reading library / phonics or book band books and logging reading

5 minutes per night

## COULD DO

Online options: Completing work on these sites each week



Little and often is best!

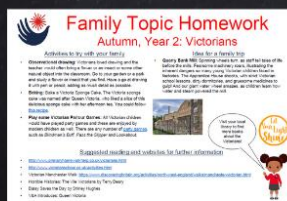


**Read Write Inc. Spelling**

Offline options: Learning your weekly spellings and completing maths booklets linked to current learning



## MAY DO



Termly Family Topic Homework and weekly St Matthew's Challenge to reinforce learning at home



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# Y3 HOMEWORK MENU

## MUST DO



Reading library / phonics or book band books and logging reading

5 minutes per night

## COULD DO

Online options: Completing work on these sites each week

Little and often is best!

Reading  
eggs



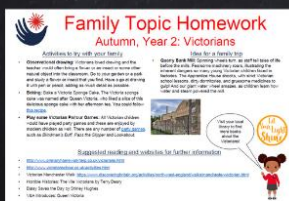
OR



Offline options: Learning your weekly spellings and completing maths booklets linked to current learning



## MAY DO



Termly Family Topic Homework and weekly St Matthew's Challenge to reinforce learning at home



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# Y4 HOMEWORK MENU

## MUST DO



Reading library or book band books and logging reading

10 minutes per night

## SHOULD DO



Completing work on TTRS, helping to prepare for the multiplication tables check in June.

## COULD DO

Online options: Completing work on Reading Eggpress. Little and often is best!

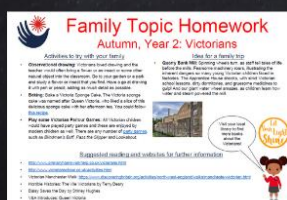


**Read Write Inc.**  
Spelling

Offline options: Learning your weekly spellings and completing maths booklets linked to current learning



## MAY DO



Termly Family Topic Homework and weekly St Matthew's Challenge to reinforce learning at home



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# Y5 HOMEWORK MENU

## MUST DO



Reading library or book band books and logging reading

10 minutes per night



Completing maths booklets linked to previous unit's learning

## COULD DO

Online options: Completing work on these sites each week



Little and often is best!



Offline option: Learning your weekly spellings

## MAY DO



Termly Family Topic Homework and weekly St Matthew's Challenge to reinforce learning at home



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# Y6 HOMEWORK MENU

## MUST DO



Reading library or book band books and logging reading

10 minutes per night



Google Classroom

Completing the weekly work set on Google Classroom

## COULD DO

Online options: Completing work on these sites each week

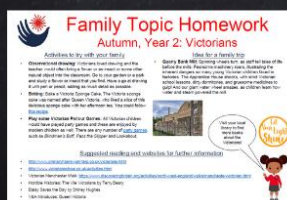


Little and often is best!

Offline options: Learning your weekly spellings and completing maths booklets linked to current learning



## MAY DO



Termly Family Topic Homework and weekly St Matthew's Challenge to reinforce learning at home



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