



Hoole St. Michael Church of England Primary School

Homework Policy

Member of staff responsible: J Price

Date approved by SEC Chair of Governors: January 2023

Date to be reviewed: January 2026

Mission Statement

Christ's love is in everything we do at Hoole St Michael. Our high-reaching and creative Church of England Primary School is safe, loving and supportive. We encourage the building of good relationships and friendship through respect, tolerance and understanding. Within our Christian family, where parents are our partners in all aspects of school life, we aim to inspire a love for learning within each and every child.

Bible Verse: I can do all through Christ who strengthens me. [Philippians 4:13](#)

Overall Intent of our School

Achieving excellence within the light of God.

We encourage our children be **bold** and **courageous** in their learning, willing to **take risks** within a **supportive, caring Christian ethos**. Our **Christian Values** underpin everything we do at Hoole St Michael. Hoole St Michael children develop **confidence, resilience and a thirst for knowledge** to **prepare them for the future**. As a small Christian family, children build **strong relationships**, learn to **work together** and **support** each other through life's celebrations and challenges. **Growth Mindset and Sumo principles** teach our children to approach all areas of learning positively. Our children are **active learners** who thrive when learning outdoors; we provide outdoor learning and Forest School sessions on a weekly basis. Although we are a village school we reach out to develop **meaningful partnerships** within the **local community and wider world**. We provide **enrichment activities** regularly for our children to **broaden their experiences** and love of learning

At Hoole St. Michael CE School, we believe that pupils learn best when school, parents and the church work closely in partnership with each other. As a result, we feel it is vital that there are clear channels of communication between home and school, particularly in relation to homework. Homework can be used as an important method of support to enhance learning already taking place in school. It offers pupils the opportunity to consolidate and extend skills, building confidence, self-esteem and independence.

Aims

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.
- To 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.

The Nature of Homework

It should be noted that homework can be set in many different forms with many different expectations and outcomes. It is important to remember that when expecting and setting homework there are a number of points to consider:-

- The nature and type of homework changes throughout a pupils school career.
- Amount and frequency of homework should increase as a pupil gets older.
- Homework should not cause undue stress on the pupil, family or the teacher.
- It will not necessarily come in the form of a written task.
- Homework should be set regularly from the Foundation Stage to Year 6.

Recommended Time Allocation

Homework should never be too onerous nor should it ever create stress within the pupil's family. If parents have any concerns they should not hesitate to contact the school. Normally, more than one day will be allowed for the completion of a homework task, except where daily practice is to be encouraged e.g. reading, spelling and times tables.

The following are government recommendations as appropriate time allocations for homework activities.

Year R	1 hour per week
Years 1 and 2	1 hour per week
Years 3 and 4	1.5 hours per week
Years 5 and 6	30 minutes per day

Homework Guidelines

Foundation Stage:

Pupils will receive:

- daily home reading book
- weekly 'tricky' word activities (linked to phonics phases) with a sound folder containing the week's graphemes or spelling related work
- Termly Homework Grid linked to the EYFS curriculum.

Key Stage One (Years 1 & 2):

Pupils will receive:

- daily home reading book
- weekly library book
- weekly spellings linked to phonics phases
- weekly maths homework: 'Emile' on line resource (set by teacher) or a maths game/activity

- Year 2 only will receive fortnightly sentence level homework and will sometimes use their CGP books
- occasional project work linked to other areas of the curriculum
- Nessy Reading and Spelling

Lower Key Stage Two (Years 3 & 4):

Pupils will receive:

- Weekly spellings linked to spelling rules from Year 3 and 4 curriculum as well as the statutory word lists.
- Weekly T T Rockstars Garage sessions set from the baseline of checkers conducted in class.
- Weekly maths task set on Emile and linked to maths objectives for Year 3 and 4 with a focus on fluency of recall.
- Weekly grammar activity set either on Emile or using the CPG Grammar, Punctuation and Spelling books linked to learning in class.
- Reading books are changed weekly on Monday or Thursday.

Upper Key Stage Two (Years 5 & 6):

Pupils will receive:

- Weekly spellings linked to spelling rules from Year 5 and 6 curriculum as well as the statutory word lists.
- Weekly T T Rockstars Garage sessions set from the baseline of checkers conducted in class.
- Weekly maths task set on Emile and linked to maths objectives for Year 5 and 6 with a focus on fluency of recall.
- Weekly grammar activity set either on Emile or using the CPG Grammar, Punctuation and Spelling books linked to learning in class.
- Reading books are changed weekly on Monday or Thursday.

Role of the Class Teacher

- To provide an explanation of homework tasks to parents when necessary and give guidance of how they might assist their child. This may be done by a note with the work, at a pre-school parents meeting or at parents' evenings and parents' workshops.
- To set up regular homework in an easily followed routine.
- To ensure that homework is set consistently across classes in the cohort/Phase.
- To set homework that takes equal and racial opportunities into account.
- To ensure any homework is purposeful and links directly to the curriculum being taught.
- To reward and praise children who regularly complete homework tasks.
- To mark homework when necessary and give feedback to pupils.

Role of the Head teacher and Governing Body

- To check compliance of the Policy.
- To meet and talk with parents when appropriate.
- To discuss with staff how far the policy is being successfully implemented.
- Inform new parents to the school so that they are aware of the home/school agreement and what it entails.

Role of Parents/Carers

- To support the school by ensuring that their child attempts the homework.
- To provide a suitable place for their child to carry out their homework.
- To encourage and praise their child when they have completed their homework.
- To become actively involved and support their child with homework activities.

- To make it clear that they value homework and they support the school by explaining how it can help learning.

At Hoole St Michael 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. However, there are times when we will want to see what children can do on their own. 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.

Racial Equality & Equal Opportunities

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Hoole St Michael CE Primary School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.

General

1. Wherever possible, staff should try to mark any homework that is returned by pupils. This will help to give the whole process of setting and completing homework a higher profile and status. It will also send out the message that homework is an important and valued aspect of school life. Marking homework is a way of keeping track of who has completed their homework, and giving them feedback on how well they have met the objectives of the work. Marking may be done in a variety of forms, some of which will not be written. Feedback may be given to individual pupils, or to groups of pupils.
2. If a child is absent for a length of time e.g. with a broken leg, the teacher and the parent will agree what should be done, how it should be marked and what sort of help needs to be given. **In such circumstances the teacher should consult the Head Teacher first.**
3. Parents/Carers who have queries about homework should not hesitate to make an appointment to see their child's class teacher.
4. Homework will be given in line with each child's ability and it is expected that pupils will complete tasks independently. As stated earlier, homework should be a positive experience that enhances pupil's self-esteem. Therefore, if a child becomes upset or distressed whilst completing tasks, parents are advised to consult the child's class teacher at the earliest opportunity e.g. during the next school session.
5. Pupils with special educational needs may receive different work in line with their Individual Education Plan.
6. It is the responsibility of the senior leadership team to monitor and review this policy on an annual basis.

Reviewed: _____ (date)
 Signed: _____ (Chair of SEC)