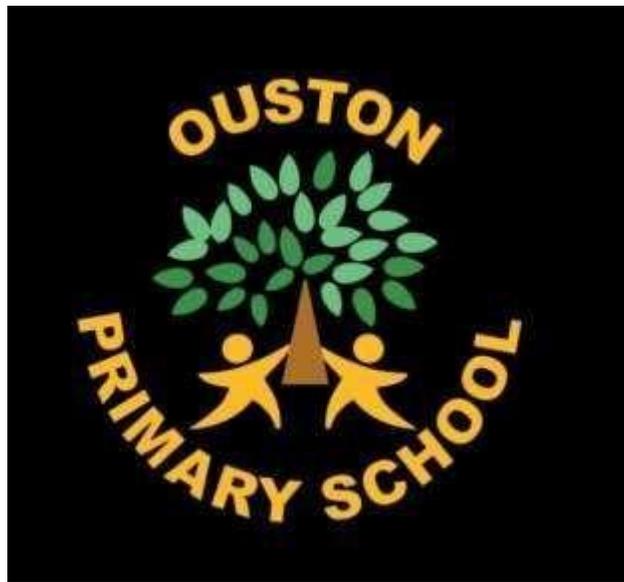


Ouston Primary School

Homework Policy



Review Date: Autumn 2025

Reviewed by: Curriculum Review Committee

Next Review date: Autumn 2026

Homework at Ouston Primary School plays a vital role in supporting pupils' progress and strengthening the partnership between home and school. The school recognises that well designed homework can reinforce classroom learning, promote independence, and foster positive study habits.

Aims

- To encourage pupils to develop the skill, confidence and motivation to study independently at home effectively.
- To consolidate and reinforce the skills and understanding developed at school
- To promote and encourage a love of reading and further develop key reading skills
- To embed times table knowledge
- To provide regular opportunities to learn and practise spelling patterns and spelling of year group Common Exception Words (CEW)
- To extend school learning through activities such as additional reading and research.
- To develop and sustain the involvement of parents/carers in the management of their child's learning and to keep them informed about their child's achievement and progress.
- To maintain good channels of communication between home and school.
- To offer pupils the opportunity to extend their learning by including optional, additional challenges or open ended questions.

Key Principles.

- The amount and difficulty of homework is tailored according to the child's age and ability.
- Sufficient time is allowed for the completion of homework to allow for a healthy home/school work balance.
- As the children progress through the school, the amount of homework increases, preparing them for Secondary School homework expectations.
- Teachers incorporate homework into their weekly planning and ensure that the tasks are differentiated, as appropriate, purposeful and aimed at developing and consolidating basic skills and classroom learning.
- Teachers provide clear learning objectives and motivational instructions for tasks as well as clear examples of work to guide both children and adults.
- High expectations for neat presentation are in place to ensure that children maintain a similar high standard of work at home as in school.
- Homework is marked/acknowledged by teachers through use of a range of strategies including stickers, Class Dojo points, use of in-built leader boards for online programs, class and individual rewards, certificates, Self-marking, supervised by the teacher, may also be used in KS2.
- Star Awards are often awarded in Golden Assemblies to acknowledge children's efforts and achievement with homework tasks.

Homework Guidelines for each Phase:

The nature and content of homework set, and the amount of time needed to complete homework will vary from year to year and from child to child. We have produced a guide

which can be found below, outlining what parents/carers of children in each key stage can expect to be set for homework.

Throughout the school, homework will be set on a Friday. The return day may vary between Wednesday/Thursday/Friday for classes dependent on individual class teachers and how they organise marking and preparation.

Children's Reading Records are to be signed by parents /carers after hearing children read and returned to school with the Reading books (Reception to Year 6)

Nursery

- We encourage parents/carers to read to/share stories with their child daily. Children will be sent home with a book each week from our Nursery Library.

Reception

- In Reception, once children have settled in, they will be given reading books to take home each week. We ask that parents listen to their children read at least three times a week.
- We also encourage parents/carers to read books to their child regularly, discuss the stories and ask questions about these.
- Parents/carers are asked to write a comment in their child's Reading Record when they have heard them read.
- Children will also start to have Phonics homework (from around Week 4) to reinforce the learning taking place in daily phonics sessions.
- Maths homework will be included from the start of the Spring term.

Key Stage 1 (Years 1 and 2)

Alternate weeks:

- **English** – 1 short writing/grammar/punctuation task linked to learning in class that week. This will in the form of a sheet in their homework book.
- **Maths** – 1 short Maths task linked to learning in class that week. This will in the form of a sheet in their homework book. Pupils will also be encouraged to start using online resources Numbots, then Times Tables Rockstars to support with learning their number bonds and times-tables.

Weekly:

- **Phonics** – A Phonics sheet will be sent home weekly in their Homework books.
- **Spelling** – A list of spellings to learn at home for a spelling test linked to the sounds/words being taught in that week's phonics/spelling lessons.
- **Reading** – 1 Reading book sent home for child to read to parent/carer. Parents/carers should write a brief comment in their child's Reading Record when they have heard them read.

Lower Key Stage 2 (Years 3 and 4)

Alternate weeks:

English – 1 writing/grammar/punctuation task linked to learning in class that week or a Reading Comprehension task.

Maths – 1 Maths task linked to learning in class that week

Weekly:

- **Times Tables Rock Stars (TTRS) and Doodle Maths**
TTRS is set weekly and pupils are asked to complete at least one 15- minute session. Doodle Maths is an optional homework resource.
- **Spelling** - Spelling rules/patterns learnt in school and to be practised at home, using Spelling Frame (online or print out). Spelling tests and dictation tasks in school check children's knowledge/retention of the rule along with unseen words following the same rule.
- **Reading** – When they move into Year 3, some children will still be using Reading Scheme books which will be sent home as in KS1. Once they are free readers, children will be asked to read regularly each week. They should also read to parents/carers each week. This may be the book they have borrowed from our lending library or another book of their choice. Parent/Carer to complete Reading Record and send into school each week.

Upper Key Stage 2 (Years 5 and 6)

Alternate weeks:

English – Reading comprehension task or grammar/punctuation/spelling task

Maths – Maths revision/reinforcement task

Weekly:

- **Times Tables Rock Stars (TTRS) and Doodle Maths**
Teachers will advise on the tasks/length of session they would like pupils to complete. Children are encouraged to use these more than the basic requirement.
- **Spelling** – Spelling rules/patterns learnt in school and to be practised at home, using Spelling Frame (online or print out). Spelling tests and dictation tasks in school check children's knowledge/retention of the rule along with unseen words following the same rule.
- **Reading** – Pupils asked to read at home at least 10 minutes a day (most will read more than this). This may be the book they have borrowed from our lending library or another book of their choice. Parent/Carer to hear them read at least once a week, complete Reading record and send into school.

Further optional homework tasks are offered at times in Year 6.

Although reading homework is to develop children's decoding and comprehension skills, we would also like parents/carers to read aloud to their children, even when they can read independently. Research shows there are many benefits to reading aloud to children, including:-

- Access to stories, including unfamiliar vocabulary, beyond their independent reading level or current level of stamina;
- Modelling from a skilled reader, demonstrating fluency and expression;
- Collaborative discussion about the text to develop opinions and children's ability to justify their opinions;
- Promoting reading for pleasure, and a move away from the view of 'reading is homework'.

Supporting Pupils to Complete Homework

- Teachers offer time during playtimes and lunchtime to support pupils to complete homework tasks as needed. This includes:-
 - For homework not completed on a regular basis
 - to provide access to devices/internet not accessible at home.

This is managed by individual class teachers as they have a sound knowledge of the child, tasks and context for incomplete homework.

Inclusion and Differentiation

Homework is adapted where necessary to meet the needs of pupils with SEND or additional needs. Teachers ensure tasks are accessible, achievable, and in line with support plans.

Role of Parents and Carers

You can show you value your child's homework by:

- providing a suitable place in which your child can do their homework, preferably with an adult to discuss, encourage and support;
- making it clear to your child that you value homework and support the school in explaining how it can help learning;
- encouraging your child and praising them when they have completed work set;
- ensuring work is complete and returned to school on time; checking your child spends a suitable amount of time on homework.
- asking your child's class teacher for help, support, clarification with homework as needed.

Additionally, you can support your child's development by:

- visits to libraries, museums etc.;
- cooking with them;
- taking your child swimming;
- playing games, e.g. board games, cards, ball games;
- watching informative TV programmes together;
- providing opportunities for craft activities, e.g. cutting, sticking, sewing, painting etc.;
- gardening and growing plants;
- using the internet to research something with your child (following guidelines for safe internet use);
- Attending any school workshops that may be on offer designed to enable Parents/Carers to support their child's learning at home; (Reading and phonics workshops, Key Stage Maths workshops)

- Talking to your child about schoolwork, their day, what they have been learning about and how they have been learning.

Monitoring and Evaluation

Senior leaders and subject leaders will monitor homework through:

- Sampling of homework books and online platforms.
- Pupil voice discussions.
- Parent/carer feedback.
- Review of teacher planning.

Findings will inform staff training and future policy updates.

Review of Policy

This policy will be reviewed annually by the Curriculum Review Committee, with the next review scheduled for Autumn 2026.