



"Show me your way, Lord teach me your paths." Psalms (25.4)

HOMEWORK POLICY

Agreed Principle

A good, well-managed homework programme helps children and young people to develop the skills and attitudes they will need, for successful lifelong learning. Homework also supports the development of independent learning skills, and provides parents with an opportunity to take part in their children's education.

While homework is important it should not prevent children from taking part in the many different experiences offered outside school. Children develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available to them outside of school.

The Purpose of Homework / Home Learning

- ◆ Provide opportunities for parents, children and the school to develop effective partnerships in relation to children's learning and in pursuing the aims of the school.
- ◆ Encourage pupils and their parents to share and enjoy learning experiences.
- ◆ Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
- ◆ Reinforce work covered in class by providing further opportunities for individual learning.
- ◆ To take advantage of a wide range of resources for learning, at home.
- ◆ To consolidate and reinforce skills and understanding, particularly in Literacy and Numeracy.
- ◆ To encourage children as they get older to develop the responsibility, confidence and self-discipline needed to study independently, and to prepare them for the requirements of secondary school.
- ◆ To promote a positive self-image as an independent learner.

TYPES OF HOMEWORK / HOME LEARNING

EARLY YEARS FOUNDATION STAGE:

In Foundation Stage, we encourage the children to read a decodable book and 'blending bookmark', provided by the school, four times across the week. A new decodable book and 'blending bookmark' is issued each week, to match the new phonics sounds taught at school. Each home reading session has a planned key focus:

Day 1 & 2: Focus on decoding (identifying each sound in the word and blending them together before reading the whole word. Support with the use of robot arms and blending hands).

Day 3: Focus on fluency (reading with ease and precision without blending).

Day 4: Focus on reading with expression (using appropriate emotion when reading aloud) and comprehension of the text.

Teachers will provide home packs to support the children in developing their letter formation linked to the phonics learning, the letters of the alphabet learning, name cards as well as number formation support.

At the start of each term, the parents are provided with an overview of learning for each curriculum area. This overview includes an optional home learning activity for the children to complete with their families, linking with the theme of the week.

KEY STAGE 1:

WEEKLY HOMEWORK

In Key Stage 1 we encourage children to read and practice their letters and sounds and share stories at home each night. Children will be expected to read at least 4 times per week to an adult. Each week children will be expected to work through their 'Maths Attack' and will be checked on a regular basis.

HOMELEARNING PROJECTS

At the start of a topic, children will be set a home learning project linking to their school learning to last for approximately a month over the duration of the topic. Where possible children will be given a choice of activity to carry out. This may include making a model, completing research or presenting their findings. Homework will be shared with the class towards the end of each topic and feedback given.

KEY STAGE 2:

Children at Almondsbury School are expected to carry out similar homework tasks as in Key Stage 1, but with greater independence. We encourage the children to establish a routine of working at home and gradually develop organisational skills to manage the increase in homework tasks. Through tasks set, children are expected to consolidate and reinforce learning done in school or gradually develop independent enquiry and learning skills. Homework will be linked to topics being taught in school to help engage them and support their learning as well as to involve parents in their child's learning.

Years 3 and 4:

Children are expected to read at least 3 to 4 times per week to an adult. Each week children will be expected to work through their 'Maths Attack' level and will be checked on a regular basis. Children also receive guided reading homework fortnightly and alternate weeks Times Table practice.

Year 5 and 6:

Children in Years 5 and 6 will be given spellings to learn over a term identifying patterns and application, and English and Mathematics on an alternating fortnightly basis. Children will be expected to read at least 3 to 4 times per week to an adult. Children also receive guided reading homework fortnightly.

Children across the school are encouraged to access their accounts which are set up for home use in Numbots in Key Stage 1 and Times Table Rock Stars in Key Stage 2.

SEN

We ensure that tasks set are appropriate to a child's ability. Children with Learning Support Plans may have homework tasks related to these.

AMOUNT OF HOMEWORK / HOME LEARNING

Children are expected to complete more homework tasks as they progress through the school. The following are government recommendations as appropriate time allocations for homework activities. These times include reading, spelling activities as well as the home learning projects set by the teachers.

- ◆ 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

MONITORING OF HOMEWORK / HOME LEARNING:

The class teacher will ensure any homework is purposeful and links directly to the curriculum being taught and that the demands of homework are manageable for children, parents/guardians and teachers. They will also reward and praise children who regularly complete homework tasks.

FEEDBACK:

Children will often receive immediate feedback when completing homework tasks together with an adult. Teachers will feedback to children as soon as possible and positively recognise children's efforts. Parents are invited to feedback to the class teacher on how well the children completed the activities, through written or spoken comments. Depending on the home learning project, parents may be invited in to share the outcomes of all of the children's work.

THE ROLE OF PARENTS OR GUARDIANS:

Parents have a vital role to play in their child's education and homework is an important part of this process. At Almondsbury, 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.

Parents are asked to encourage their children to complete homework tasks and meet deadlines. Parents are asked to support their child, by providing a quiet working space, away from distractions and by showing an active interest in the work that their child is doing. Parents should ensure that the homework set for their children is completed to the best of their child's ability.

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