

Queen's Park C.E./U.R.C
Primary School



**Queen's Park C.E./U.R.C.
Primary School**

Homework Policy

March 2024

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Statement of Intent

Queen's Park CE/URC Primary School 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. This policy has been informed by all current research as well as consulting with our stakeholders. The Education Endowment Foundation suggests that homework should be short, focused tasks or activities which relate directly to what is being taught, and which are built upon in school, are likely to be more effective than regular daily homework. We have also ensured that reading remains the beating heart of everything we do at Queen's Park and have continued to prioritise mental health and wellbeing. We are also aware that pupils have opportunities and experiences outside of school that are equally important in developing and enriching their lives. This is the basis on which we have formed this policy.

This homework policy was developed in consultation with staff members, parents and pupils, and with the full agreement of the governing board.

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.
- Embed knowledge and support pupils' learning experiences via 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 practise and a deeper understanding of skills, knowledge and concepts learned during the school day.

Legal framework

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 (2024) 'School inspection handbook' – section 5
- Ofsted (2024) 'School inspection handbook – section 8'

This policy operates in conjunction with the following school policies:

- Assessment Policy
- Marking and Feedback Policy
- Teaching and Learning Policy
- Home School Agreement
- Behaviour Policy

Responsibilities

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 three 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.

Phase Leaders are responsible for:

- Ensuring all members of staff are aware of the school's Homework Policy.
- Monitoring the effectiveness of this policy within their phase and reporting their findings back to the headteacher.
- Answering any queries that teaching staff have regarding this policy and the school's practices.

Teachers are responsible for:

- Planning and setting up a regular programme of homework for pupils.
- 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 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 across classes.

- Ensuring homework takes equal opportunities into account and that the needs of pupils with disabilities are considered.
- Ensuring homework is accessible to all ensuring if a child doesn't have access to technology, alternatives are offered.
- Rewarding quality work and praising pupils who regularly complete homework.

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.
- 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.

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.

Our approach to homework

- Whilst Ofsted will not be looking directly at each school's specific approach, homework is still a vital tool in embedding knowledge and gauging understanding. We have looked at recent research on the impact of homework and the evidence base suggests that short focused tasks or activities which relate directly to what is being taught, and which are built upon in school, are likely to be more effective than regular daily homework. Taking this on board, all homework is linked to what is being taught in the classroom and what will impact positively on progress such as regular reading and independent practice in Maths.
- The school understands that setting, marking and providing feedback on homework is a large contributor to the workload of teachers; therefore, headteachers and teachers ensure that homework only takes place to positively impact pupils' progress.
- 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.

- If a teacher has a query, their phase leaders is available to offer guidance and support regarding the school's procedures.
- Teachers explain the school's approach to homework to parents at the our 'Meet the Teacher' sessions in September.
- Every year, each year group is informed of what is expected of them with regards to homework.
- Every half term, parents will be sent information about what their child is learning this term in Maths, English and the wider curriculum.
- Pupils receive homework on a weekly basis. Days are agreed by the year group.
- Pupils' weekly homework activity is designed to take around 45 minutes
- 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.
- The amount of homework set for pupils increases as they progress through their education.

Teachers may occasionally set extra homework for the whole class if they deem it beneficial.

The table below shows expected homework. Tasks may be set in addition to the below activities.

Year Group	Homework	Maximum time
R	Reading books x 4 times weekly Phonics link Key word practice Rhyme of the week Busy Bee activity – linked to learning that week	10 minutes daily (reading and phonics) 30 minutes for other tasks
1	Reading books x 4 times weekly Phonics link Number and letter formation practice Numbots	10 minutes daily (reading and phonics) 30-40 minutes for other tasks
2	Reading books each night/Reading Plus x 4 times weekly Phonics link Spellings linked to Y2 curriculum expectations Numbots	10 minutes daily (reading and phonics/spelling) 30-40 minutes for other tasks
3	Reading books each night/Reading Plus x 4 times weekly TTRS x3 or arithmetic independent practice Spelling focus for the week	10 minutes daily (reading and spelling) 30-60 minutes for other tasks
4	Reading books each night/Reading Plus x 4 times weekly TTRS x3 or arithmetic independent practice Spelling focus for the week	10 minutes daily (reading and spelling) 30-60 minutes for other tasks
5	Reading books each night/Reading Plus x 4 times weekly TTRS x3 or arithmetic independent practice Spelling focus for the week	10 minutes daily (reading and spelling) 30-60 minutes for other tasks
6	Reading books each night/Reading Plus x 4 times weekly Spellings TTRS x3 arithmetic independent practice SPAG practice Revision work set weekly by the teacher	10 minutes daily (reading and spelling) 60 -90 minutes for other tasks

Absences

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.

There may be exceptions and the classroom teacher will decide whether homework should be set on a case-by-case basis.

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.

Pupils who fail to complete homework

- All pupils are expected to complete homework on time. Children who complete their homework will be placed in a raffle for a half termly prize.

- In order to prepare Y6 for the transition to secondary school, homework is compulsory. Homework is expected to be returned as set out by the class teacher. Sanctions will be put in place if homework is not handed in.

Marking homework

- Homework may be marked in a variety of ways, in accordance with the school's Marking and Feedback Policy.
- Occasionally, homework may be marked orally with the pupil or class.
- Teachers do not mark homework that is handed in late.
- Teaching Assistants can support with marking of homework

Pupils with SEND

A balanced approach to homework will be adopted for pupils with SEND, in consultation with the pupil's parents and the SENCO.

The school recognises that pupils with SEND may require specific tasks to be set, as outlined in their individual education plans.

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.

Equal Opportunities

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.

All pupils have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability.

Monitoring and review

This policy is reviewed every three years by the headteacher.

Homework

Weekly Homework Task

Year xxxxxx



Spelling focus words snipped onto this quarter



School expectation is to access TTRS 3 times a week for at least 10 minutes

Tick if complete

Send a picture into school of something wonderful that your child has completed this week.



School expectation is to read at least four times a week for at least 10 minutes

Tick if complete



#childcareexpno



Homework

Don't forget to 'Snap and Share' with us on Class Dojo or X @MissBurkeQP @MissLuntQP @QueensCoEURC

Snap & Share



Spelling

Here are 200 words that children in England are expected to be able to spell by the end of Year 6.

How many can you spell?

accidentally	disappear	interest	pressure	accommodate	correspond	identify	queue
actually	early	island	probably	accompany	criticise (critic + ise)	immediately	recognise
address	earth	knowledge	promise	according	curently	individual	recommend
answer	eight/eighth	learn	purpose	achieve	definite	interfere	relevant
appear	enough	length	quarter	aggressive	desperate	interrupt	restaurant
arrive	exercise	library	question	amateur	determined	language	rhythm
believe	experience	material	recent	ancient	develop	leisure	sacrifice
bicycle	experiment	medicine	regular	apparent	dictionary	lightning	secretary
breath	extreme	mention	reign	appreciate	disastrous	marvellous	signature
breathe	famous	minute	remember	attached	embarrass	mischievous	shoulder
build	favourite	natural	sentence	available	environment	muscle	sincerely
busy/business	February	naughty	separate	average	equip (1-ped, -ment)	necessary	solder
calendar	forward(s)	notice	special	awkward	especially	neighbour	stomach
caught	fruit	occasionally	straight	bargain	exaggerate	nuisance	sufficient
centre	grammar	often	strange	bruise	excellent	occure	suggest
century	group	opposite	strength	category	existence	occur	symbol
certain	guard	ordinary	suppose	ceremony	explanation	opportunity	system
circle	guide	particular	surprise	committee	familiar	parliament	temperature
complete	heard	peculiar	therefore	communicate	foreign	persuade	thorough
consider	heart	perhaps	thought/although	community	forty	physical	twelfth
continue	height	popular	thought	competition	frequently	prejudice	variety
decide	history	position	through	conscience	government	privilege	vegetable
describe	imagine	possession(s)	various	conscious	guarantee	profession	vehicle
different	increase	possible	weight	controversy	harass	programme	yacht
difficult	important	potatoes	woman/women	convenience	hindrance	pronunciation	



Malachi ordered the following numbers from the smallest to the largest.

3,145,392 3,145,930 3,931,798 3,931,789

Spot and explain the mistake.



Tiffany rolled a dice 8 times and got the following numbers:

1, 2, 2, 4, 5, 5, 6, 6



- What is the largest 7-digit number she can make?
- What is the smallest 7-digit number she can make?
- What would the result be if she subtracted the smallest from the largest number?

1 738 + 100 =

2 244 x 2 =

3 3.4 + 0.5 =

4 32 x 4 =

5 1025 + 432 =

6 49 ÷ 7 =

7 564 - 9 =

8 3.5 + 0.05 =

9 3 x 5 x 2 =

10 $\frac{3}{4} - \frac{1}{4} =$



I have read my reading book at least 3 times this week for 10 minutes.



I have completed 3 stories on Reading Plus this week.
<https://student.readingplus.com/seereader/api/sec/login>

Site code: rpsqueen4



reading plus

In class we are reading...



You can listen to Chapter 1 on YouTube -
<https://youtu.be/tjSRhSAVIEQ?si=g6OEfqslLDja6mTD>



Please access SPaG.com and complete your assignment <https://www.spag.com/>



- Underline the subordinate clauses in the passage below.

Otters are an endangered species that require very clean water in which to live. They have increased in number in some parts of England since rivers have become less polluted.

- Add the correct words to complete the subordinate clauses.

that although unless when

The school play will be a great success _____ Sam forgets his lines again. _____ he has spent ages learning them, _____ he goes on stage, he sometimes gets so nervous _____ he forgets them.

- Complete the sentence below with a subordinate clause.

Please feed the cat before _____.

- Underline the main clause in the sentence below.

My favourite cousin, who lives in Germany, is coming to visit.