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**Homework Policy**

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**St Mary’s CE Infant School**

 **Together we love to learn and learn to love.**

 **‘Do everything in love’  1 Corinthians 16:14**

**The Batt CE Primary School**

**Love Everyone, Love the Adventure of Learning**

 **‘Love your neighbour, as you love yourself’ Luke 10:27**

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| **Adopted by school:** | **Joint Local Governing Body**  |
| **Date:** | **December 2024** |

**St Mary’s Infants and The Batt C of E Primary Schools**

**Homework Policy**

**Rationale**

At St Mary’s CE Infants and The Batt CE Primary Schools, we value parents and carers as partners in their child’s learning.  Education research tells us, if a child sees that parents are enthusiastic about education, they are far more likely to view their schooling in a positive light and be more receptive to learning.

Homework and home learning can make an important contribution to a pupil’s progress at school as well as providing an excellent opportunity for parents to become actively involved in their child’s learning. Research suggests that homework that has a positive impact is primarily related to the child’s learning in class and that the quality of the tasks is more important than the quantity. At our schools, we feel that homework is particularly beneficial when it gives children the opportunity to rehearse key skills, such as times tables, reading and spelling. It can also support children to develop the skills and attitudes they will need for successful independent lifelong learning.

**Guiding Principles for Homework at St Mary’s CE Infant and The Batt CE Primary Schools:**

* Homework should help parents feel part of their children’s learning;
* The volume of homework should be manageable and should not cause undue stress on the pupil, family or the teacher;
* Homework should be consistent across classes of the same year group;
* Completing homework should be encouraged by the class teacher but opportunities should also be given during the school day for this to be completed;
* The nature and volume of homework will progress throughout a child’s time at the schools;
* Homework should consolidate and reinforce what children have learnt recently in the classroom and help them to practise and embed key skills;
* Homework will be marked to provide helpful feedback, usually as a whole class exercise;
* Homework will be set for all children, who can complete work in their homework book - some activities may be using online platforms such as Spelling Frame, or online maths activities.

**Accountabilities Around Homework**

**Role of the School**

* To provide parents with a clear policy regarding homework;
* To ensure this policy is fully and consistently followed;
* To provide support for parents with information about homework;
* To provide support for children with the running of a lunchtime homework club.

**Role of the Class Teacher**

* To set weekly homework in-line with this policy;
* To ensure any homework is purposeful and links directly to classroom learning;
* To mark homework promptly and/or give feedback to pupils as appropriate;
* To reward and praise children who regularly complete homework tasks which reflects their best effort;
* 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 or in the Homework Book, at a Parents’ Meeting or at an arranged meeting;

**Role of Parents and Carers**

* To take interest in and support their child in completing homework tasks;
* To provide an appropriate, quiet space and resources for their child to complete homework;
* To talk to their child’s class teacher if any issues arise over the completion of homework activities.

**Role of Pupils**

* To ensure they have everything they need to complete homework each week;
* To make sure they understand the tasks that have been set;
* To put in the same level of effort as would be expected of class work;
* To hand the homework in on time;
* To act on any feedback about homework.

**Upper KS2 (Years 5 and 6)**

In upper Key Stage 2, we are working to prepare children for their successful transition to secondary education. In light of this we expect that children will take greater responsibility for completing their homework in preparation for this expectation at secondary school. If class teachers have concerns about a child frequently not completing homework in Year 5 or Year 6 they will contact parents to discuss this and offer homework club (lunchtime) as an opportunity for children to complete homework during school time.

**Homework Activities**

The following table provides a guide as to what homework activities are set for the children and how much time they should spend on it. Each child will have a homework book, in which to complete any activities.

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| **Year Group** | **Type of Activity** | **How Often** | **How Much Time?****(Approximately)** |
| Reception | Reading to your child and listening to them read their fully decodable book when they are ready | Daily | 15 minutes |
| Discussing the phonics sounds they have worked on this week | Weekly | 5 minutes |
| 1 | Reading with your child and listening to them read their fully decodable book | Daily | 15 minutes |
| Practising number facts  | Weekly | 5-10 minutes |
| Phonics practice sheet | Weekly | 5-10 minutes |
| 2 | Reading with your child and discussing the characters, story, setting etc. | Daily | 15 minutes |
| Practising number facts | Daily | 5-10 minutes |
| Practising weekly spellings list | Weekly | 5-10 minutes |
| 3 | Listening to your child read and discussing the text | Daily | 15 minutes |
| Practising number facts | Daily | 5-10 minutes |
| Literacy or Maths task | Alternate weeks | 20 minutes |
| Practise weekly spelling lists | Daily | 5-10 minutes |
| 4 | Listening to your child read and discussing the text | Daily | 15 minutes |
| Practising number facts | Daily | 5-10 minutes |
| Literacy or Maths task | Alternate weeks | 20 minutes |
| Practise weekly spelling lists | Daily | 5-10 minutes |
| 5 | Listening to your child read and discussing the text | Daily | 15 minutes |
| Practising number facts | Daily | 5-10 minutes |
| Literacy or Maths task | Alternate weeks | 20 minutes |
| Practise weekly spelling lists | Daily | 5-10 minutes |
| History-based project linked to the class topic | Annually | 3+ hours  |
| 6 | Listening to your child read and discussing the text | Daily | 15 minutes |
| Practising number facts | Daily | 5-10 minutes |
| Practise weekly spelling lists |  |  |
| Literacy task  | Alternate weeks | 30-45 minutes |
| Maths task | Alternate weeks | 30-45 minutes |
| History-based project linked to the class topic | Annually | 3+ hours |

**Equal Opportunities**

Homework will take account of children's capabilities to provide an equal and appropriate challenge for all individuals, including those with special educational needs.  Tasks should be at a child’s independent learning level.

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

Date Written/Reviewed: Dec 2024

Date of Next review: Dec 2027