

St. Clement's C. of E. Academy

Homework Policy

Learning for Life, Anchored in Christ

ST. CLEMENT'S
C. OF E. ACADEMY

Agreed by the Governing Body: July 2025

To be reviewed: September 2028

Our vision

Our vision is to inspire happy, **courageous**, independent, curious and creative, life-long learners. We aim for all to achieve their full potential, striving both academically and socially with **humility** and **dignity**.

We believe being anchored in Jesus Christ will guide us all with **hope**, **compassion** and **wisdom** in becoming successful members of a global community.

Rationale:

We believe that homework supports, extends and consolidates the learning covered in the classroom while supporting children to develop self-discipline, independence and the ability to take responsibility for their own learning.

This policy aims to:

- Raise achievement;
- Ensure a consistency of approach throughout the school;
- Ensure teachers, parents and carers have a clear understanding about expectations of themselves and pupils.

The main purpose of homework is:

- 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 extend school learning through activities such as additional reading and research.
- to develop and sustain the involvement of parents in the management of their child's learning and to keep them informed about the work and progress their child is achieving.
- to explore the wide range of resources for learning at home eg: internet, library, adult knowledge and newspapers.
- 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.
- to consolidate spellings of high frequency words through inspiring and creative spelling word tasks to alternate with the regular 'spelling sentences'.

Homework at St Clement's – 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 so the amount of homework increases.
- Teachers incorporate homework into their weekly planning and ensure that the tasks are differentiated, purposeful and aimed at developing and consolidating basic skills.
- Teachers provide parents and pupils with 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 Guidelines for each Phase:

We believe that the most important homework activity is regular reading. Suggested reading times are 5-10 minutes in Reception increasing to 15-20 minutes by Year 5 & 6. There is an expectation that reading at home will happen daily (5 times a week minimum). It is important for parents / carers to read with children and to discuss books, pictures and stories, even when they are in Year 6. Children's reading diaries are to be signed by parents / carers daily, after hearing children read. 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. Senior leaders have produced a guide which can be found below, outlining what parents of children in each key stage can expect to be set for homework.

Homework in the Nursery:

In Nursery parents / carers are expected to read to their child daily. Books are borrowed from school weekly. Curriculum linked family projects are given termly for the whole family to be involved

Homework in Reception and KS One:

Reception & Key Stage One

Subject	Task Type	How often
Reading	Library sharing book- reading for pleasure and Phonics reading book and phonics decodable home reader (3 books in total)	Daily 5-10 mins
Literacy	Reception- phonics linked activity Y1&2-grammar linked to class work & spelling linked to common exception words Year 2- from Spring term weekly reading comprehension Handwriting practice- especially linked to full name, days of the week/ months	Spellings- Monday Grammar - Friday Handwriting- daily Y2:Comprehension- weekly
Maths	Reception- counting & recognising numbers Y1&2- Times tables 2,5,10	Friday
Holiday homework	Revision packs or pre teach packs are provided for holidays	

	Family projects linked to new curriculum units are given alternate $\frac{1}{2}$ terms	termly
Online learning	Homework and tasks will be added to Teams if appropriate	when required

Homework in KS Two:

Key Stage Two		
Subject	Task Type	How often
Reading	Library book- reading for pleasure Reading age appropriate home reading book Reading comprehension	Daily 10-15 mins Comprehension - weekly
Literacy	Spellings linked to year group statutory spelling word Grammar exercise- linked to class work Handwriting	Spellings- Monday Grammar - Friday Handwriting 2-3 times per week
Maths - Times table Rock stars	.Rapid recall number facts and multiplication tables- TT Rockstars Maths reasoning or fluency-linked to class work	Weekly Friday
Holiday homework	Revision packs or pre teach packs are provided for holidays Family projects linked to new units are given alternate $\frac{1}{2}$ terms	$\frac{1}{2}$ termly termly
Online learning	Homework and tasks will be added to Teams when appropriate	when required

How you can help your child with their homework?

Below is a list of ways that you as a parent can show your child that you value their homework and the time and effort spent completing it. The school will also provide clear and regular reminders of their expectation when it comes to homework. As a school we hope that you will find this guidance helpful in supporting your child fully with their homework.

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;
- signing and dating your child's completed homework to show that it is a true reflection of their best efforts;
- ensuring work is complete and returned to school on time;
- checking your child spends a suitable amount of time on homework.

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; Talking to your child about schoolwork,

their day, what they have been learning about and how they have been learning. **Remember: Homework is about reinforcing, practising and confidence building.**

Enthusiasing your child about undertaking homework and modelling the high value of homework to them is of key importance. Make it fun!

Role of the Class Teacher

- To provide an explanation of homework tasks when necessary and give guidance of how they might assist their child.
- To set up regular homework in an easily followed routine.
- To ensure that homework is set consistently across classes.
- To set homework that takes equal opportunities into account.
- To ensure any homework is purposeful and links directly to the taught curriculum.
- To reward and praise children who regularly complete homework tasks.
- To give feedback to pupils on their homework.

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.
- To 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.

Role of the Child

- 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 take on board any feedback about 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.

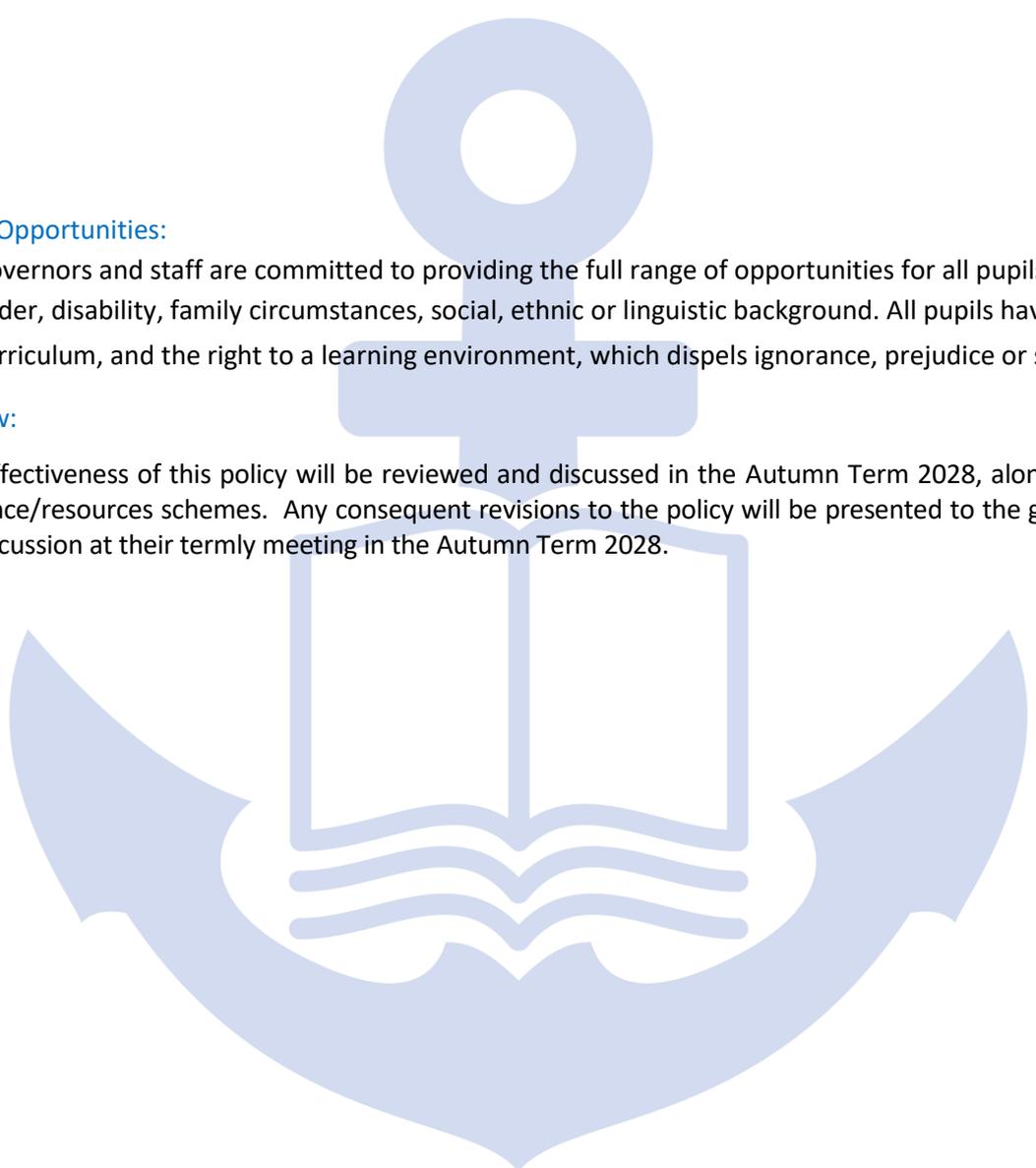
If a child is absent for a length of time e.g. with a broken leg, the teacher and the parent will agree what should be done, how it should be marked and what sort of help needs to be given.
Parents/Carers who have queries about homework should not hesitate to make an appointment to see their child's class teacher or any other teacher who sets their child's homework.

Equal Opportunities:

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

Review:

The effectiveness of this policy will be reviewed and discussed in the Autumn Term 2028, alongside any new guidance/resources schemes. Any consequent revisions to the policy will be presented to the governing body for discussion at their termly meeting in the Autumn Term 2028.



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