



ALDERMAN RICHARD HALLAM PRIMARY SCHOOL

ARH – Educating a community of life-long learners

Homework Policy



Homework Policy

Introduction

Our school vision: Pupils will leave A.R.H. as happy, healthy and inspired young people who can confidently participate in the world as resilient, articulate citizens who have a life-long love of learning and discovery.

‘A.R.H. - Educating a community of life-long learners’

This policy is part of our mission to ensure learning is a life-long process. We define learning in terms of developing skills, attitudes and values, knowledge and the understanding of concepts. This prime purpose will define everything the school attempts to do because we believe an educated person is a person who is learning how to learn, learning how to adapt and change.

The Purpose of Homework

By setting regular homework for pupils, we aim to:

- Develop an effective partnership between the school and parents or carers in pursuing the aims of the school and the development of all children.
- Consolidate and reinforce life skills in the children who attend A.R.H.
- Extend school learning, for example through additional reading.
- Foster an enjoyment of learning beyond the school environment.
- Encourage pupils as they get older to develop the confidence and self-discipline needed to study on their own, and prepare them for the requirements of secondary school.

Content of Homework

Reading

Regular reading is vital. For children in the Early Years and Key Stage 1, homework mainly consists of regular reading with parents or carers and looking at books together. Maintaining regular reading practice and listening to others read is essential throughout school. All children are expected to read for at least 10-20 minutes (depending on age) every day. Please refer to our Reading Policy for further details.

Additional Activities

For all children from Year 1 to Year 6, one topic project will be set on a half-termly basis. This will be a research-style homework linked to the pupils' learning in class. The pupils will be able to decide on the size, style and presentation. The homework can take inspiration from the Topic Parent Letter or a specific area that the pupils would like to engage with. This homework will normally be showcased in class; children can choose to present their work to the rest of the class in a 'show and tell' style if they choose to do so. After these presentations, a gallery of all homework produced will allow pupils to ask further questions and take a closer look at the work.

Optional English, Maths. or Topic homework (dependent on year group) will also be set on their Seesaw accounts or via paper on a weekly basis with the answers included where possible. This will not be marked by the teacher although feedback may be provided in class and the children may receive rewards for good effort.

The spellings the pupils have been looking at will be shared with parents and carers via the vocabulary board on a fortnightly basis over Seesaw. These will be looked at through the pupils' work and spelling

tests at the teacher's discretion. Handwriting and spellings will continue to be focused on each week in class.

Homework Expectations

The following sets out the homework expectations for each year group. Homework will be set on a Friday and will need to be completed and returned to the teacher by the following Friday in order to be counted for any rewards.

*The homework in **red** is expected. The other activities will be set by the teachers on a weekly basis and are optional for the pupils to complete.*

Nursery	Foundation
10 minutes or more a day reading	10 minutes or more a day reading High Frequency and Tricky words to be practised regularly
Year 1	Year 2
10 minutes or more a day reading Half-termly topic homework High Frequency and Tricky words to be practised regularly Maths or English homework	10 minutes or more a day reading Half-termly topic homework Vocabulary board meanings and spellings to be practised regularly Maths or English homework
Year 3	Year 4
15 minutes or more a day reading Half-termly topic homework Vocabulary board meanings and spellings to be practised regularly Maths and English homework	15 minutes or more a day reading Half-termly topic homework Vocabulary board meanings and spellings to be practised regularly Maths and English homework
Year 5	Year 6
20 minutes or more a day reading Half-termly topic homework Vocabulary board meanings and spellings to be practised regularly Maths, English and Topic homework	20 minutes or more a day reading with a weekly reading activity to complete Assertive mentoring quiz Half-termly topic homework Vocabulary board meanings and spellings to be practised regularly Maths, English and Topic homework

Rewards and Consequences

Teachers will record which children have completed their reading journals over the course of the week and allocate Dojo points accordingly. Teachers may use their discretion with regards to some pupils, for instance those with SEND or who do not have access to the appropriate resources at home. Pupils will be rewarded, at the teacher's discretion, for the completion of optional homework which will follow our Behaviour Policy appendix for producing high quality work.

Additional Homework

If a parent or carer wishes their child to complete additional work for Mathematics and English at home, they are free to do so. Many websites, such as <https://www.bbc.co.uk/bitesize>, are available for this. Our calculation strategies are available on the school website (<https://www.arhprimary.co.uk/homework-help/>) and can be used as a basis for extra work if a parent or carer wishes to do so. Teachers will not be responsible for providing additional work that parents and carers wish their child to complete.

At some points during the year, additional or replacement homework may be set. For example, in the lead up to the SATs, reading comprehension activities may be sent home to replace their usual home reading. It is expected that this homework is completed and consequences may be given for the non-completion of such homework. These expectations will be shared with the parents and carers via Seesaw Family announcements.

Meeting the Needs of Individuals

Homework activities should be accessible for all children and will be tailored where appropriate to meet a child's individual needs, including any special educational needs or disabilities. Children are encouraged to spend an appropriate amount of time on their learning outside of school.

Expectations

Our expectation is that the work children do at home is of the same standard as they produce in school. For example, writing should be joined using pencil or blue or black handwriting pen (not biro) if they have a pen licence. We encourage children to be creative with their homework and therefore ensure homework tasks are as open-ended as possible, allowing the children the freedom to interpret the task as they see fit. Extra guidance can be provided by speaking to the class teacher.

Feedback

Class teachers will be able to give appropriate feedback for topic projects that are submitted on time during their homework showcase; this will take the form of verbal feedback. The projects will also be shared with their class or year groups over the last week of the half term.

Optional English, Maths or Topic homework will have answers included, where possible, to enable parents and carers to provide instant feedback to their child. This will not be marked by the teacher although feedback may be provided in class and the children may receive rewards for good effort.

In-School Support

If any child does not understand a task, parents and carers should encourage their child to ask their teacher for further guidance. If any resources are required to help a child to complete their homework, the school will accommodate this within reason.

If a child does not have access to Seesaw, the class teacher will ensure that they receive a paper copy of the vocabulary board and optional homework upon request.

The Role of Parents and Carers in Supporting Pupils

Parents or carers need to support their child with homework by providing a reasonably peaceful, suitable place in which they can do it. Often, particularly with younger children, parents or carers will need to work with their child. Parents or carers should make it clear to pupils that they value homework, and support the school in explaining how it can help with learning. Parents and carers should encourage their child to complete their homework with developing independence as they move through the school.

To be reviewed Autumn 2025