Sandridge Primary School

Homework Policy

This policy will be reviewed in full by the Headteacher and teaching staff every three years or as needed.

It is due for review in Sept 2028.

1. Aims

Through this policy we aim to:

- ensure that parents are clear about what their child is expected to do
- ensure consistency of approach throughout the school
- provide opportunities for parents, children and the school to work together in partnership in relation to children's learning
- encourage pupils and their parents to share and enjoy learning experiences
- provide opportunities to prepare for upcoming learning
- reinforce work covered in class by providing further opportunities for individual learning
- to practise and/or consolidate basic skills and knowledge, especially in Maths and English
- encourage children to develop the responsibility, confidence and self-discipline needed to study independently.

2. The nature of homework

It should be noted that homework can be set in many different forms with many different expectations and outcomes. It is important to remember that when expecting and setting homework, there are a number of points to consider:

- the nature and type of homework changes throughout a pupil's school career
- the amount and frequency of homework should increase as a pupil gets older
- homework should not cause undue stress on the pupil, family or the teacher
- homework will not necessarily come in the form of a written task
- homework should be set regularly from Year 1 to Year 6.

3. Recommended time allocation

There is no longer a government recommendation for homework and time allocation should never be too onerous, nor should it ever create stress within the pupil's family. If parents have any concerns, they should not hesitate to speak to the child's class teacher in the first instance.
At Sandridge School we recommend that homework time allocation does not exceed:

- 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

For some children, especially those with Special Educational Needs/and or Disabilities (SEND), a shorter time allocation may be expected and where needed, tasks adapted

4. Early Years Foundation Stage

In Reception, it is more about developing a love of learning rather than sending home specific work. We would encourage all parents to regularly support their children with the suggested tasks outlined in the EYFS termly and fortnightly newsletters; this links to the learning that is happening in class. Throughout the year, there are also workshops and parent meetings that provide parents with ideas for supporting learning at home.

By Autumn half-term, children in Reception will bring home a class library book (to share on a weekly basis) and one 'Little Wandle' reading book, which will be changed once a week.

5. Key Stages 1 & 2

Daily
Regular reading is expected in all year groups as directed by the teacher.

Weekly
Spellings and times tables or other number work will be set on a Monday to be returned on a Thursday (with the exception of Year 5 who will set it on a Friday and return it on a Wednesday). This will be assessed in class through weekly tests which will be on either a Thursday or Friday. The class termly newsletter will outline key weekly events and inform you of the upcoming term's learning topics.

Reading, spelling and times tables are proven to have the biggest impact on a child's progress across the entire curriculum.

In addition, there will be an optional activity each half-term linked to the learning coming up. At the beginning of each half-term, teachers will provide several options for tasks that children could do. Children are expected to complete a minimum of one of these, though they can complete more if they wish. This should provide families with more flexibility regarding homework and give children more choice, thus increasing engagement with homework.

In the run-up to SATs, Year 6 homework will take a different form to help them prepare for the national tests.

6. Role of the Class Teacher

- to set differentiated reading, spelling and times tables / number work homework each week
- to set several pieces of optional homework each half-term (linked to class learning)
- provide teacher feedback for completed optional tasks
- share time tables / number work and spelling scores with parents

7. Role of the Head teacher and Governing Body

- to check compliance with the policy
- to meet and talk with parents when appropriate
- to discuss with staff how far the policy is being successfully implemented
- inform new parents to the school so that they are aware of the home/school agreement and what it entails.

8. Role of parents/carers

- to support the school by ensuring that their child completes the reading, spelling and times tables 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 sign a home school agreement which includes homework

9. Role of the pupil

At Sandridge School it is expected that pupils take responsibility for completing all homework as independently as possible. Each child will be given homework that matches their ability and links to learning in class or that might prepare them for new learning.

10. Racial equality & equal opportunities

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Sandridge School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.

Please note: Additional homework/tasks will not be provided for pupils whose parents take their child(ren) out of school for term-time holidays.

Parents/Carers who have queries about homework should not hesitate to make an appointment to see their child's class teacher.

Remote learning: please see Appendix A for our Remote Learning Plan.

Appendix A

Remote Learning Plan

Where a class, group or small number of pupils need to self-isolate or quarantine, or there is a local lockdown requiring pupils to remain at home, we will offer immediate remote education.
This will be via the Google Classroom platform (hard copies of learning tasks will be made available for the small minority of families that may not have access to the internet).

Sandridge School is committed to:
- setting assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teaching a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject
- providing frequent, clear explanations of new content, delivered by a teacher or through high quality curriculum resources and/or videos
- planning a programme that is of equivalent length to the core teaching pupils would receive in school, including regular contact with teachers (ideally daily).

Younger pupils and pupils with SEND

We recognise that younger pupils and pupils with SEND may not be able to access remote education without adult support; and so we will work with families to deliver a broad and ambitious curriculum tailored to their child's needs.

Expectations of remote learning

Children in receipt of remote education are expected to complete all tasks to the best of their ability and return work to the class teacher for feedback and/or marking. It is imperative the work is completed so that your child is not impacted by their absence.

Please note that any videos that are signposted to or sent as part of the remote learning tasks are unlikely to be of your child's class teacher. The class teacher will be teaching throughout each school day and will be unable to produce teaching videos themselves. They are likely to be videos that have been sourced from YouTube or The Oak Academy.

eSafety

Teachers will have checked any websites and/or videos prior to sending that your child will need to access as part of their remote learning.
However, we would still advise that you, as your child's parent/carer, supervise or monitor your child's use of any internet related learning.

Please see the flowchart below for how remote learning will work at Sandridge:

