



THE
Raleigh
SCHOOL

HOMework **POLICY**

REVIEW DATE: **SUMMER 2025**

NEXT REVIEW: **SUMMER 2026**

INTRODUCTION

This document is a statement of the aims, principles, philosophy and strategies relating to homework at The Raleigh School. It was developed through a process of consultation with teaching staff, governors (and parents). The policy was last reviewed in 2024.

WHAT IS HOMEWORK?

Homework refers to any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers.

PRINCIPLES RELATING TO EFFECTIVE HOMEWORK ARE THAT IT:

- needs to be part of a wider partnership between parents and school in pursuing the aims of the school (see Home/School Agreement)
- has as its aim the consolidation and reinforcement of skills and understanding across the curriculum, but particularly in English and Mathematics
- exploits resources for learning, of all kinds, at home
- extends school learning, for example through additional reading
- encourages pupils as they get older to develop the confidence and self-discipline needed to study on their own, preparing them for their secondary education
- will be geared to the individual needs of the child and will recognise differing home circumstances

PHILOSOPHY

We recognise the enormous value that a systematic approach to homework can add to a child's overall progress at school and each child is encouraged to work at home, beyond the school day. An essential element is the sustained support of parent/carer. If parents encourage and welcome the homework activities set, then the child will gain maximum benefit and this partnership forms the basis of the Home/School Agreement. (Appendix I). Parents are asked to help the child if necessary and carefully monitor the child's work. If they feel that breadth and range of the homework is

inappropriate, then a discussion with the class teacher will ensure a helpful dialogue is maintained.

Children will usually be given several days to complete homework in recognition of the many valuable out-of-school activities e.g. Cubs, Brownies, in which they are involved. Out of school activities organised by others form an important element of a child's life and parents and school should seek to maintain a proper and appropriate balance.

HOMEWORK TASKS

Homework will usually be tasks related to the aspects of curriculum being studied. They may include:

- finding out information
- reading in preparation for lessons
- preparing oral presentations
- written assignments
- occasionally, the completion of unfinished classwork
- handwriting
- reading

In addition, all children will be expected to undertake learning related to tables knowledge. The amount of time spent on homework will increase as the pupils move through the school. The pattern of homework for each year group is as follows:

	Reading	Spelling	Maths	Written
Year R	Daily (10 minutes) reading of decodable reading book and any tricky words / flashcards sent home- recorded in reading record	Tricky words (sent home when applicable)	None	None
Year 1	Daily (10 minutes) reading of decodable	Weekly spellings (set on a Friday, tested	15 minutes per week of Numbots	None

	reading book sent home- recorded in reading record	following Friday) linked to phonics phase – stuck in reading record and available on Spelling Shed		
Year 2	Daily (15 minutes) reading of decodable reading book sent home- recorded in reading record	Weekly spellings (set on a Friday, tested following Friday) on Spelling Shed – list available on website	20 minutes per week of Numbots	None
Year 3	Daily (15 minutes) reading of reading book – 3x per week to read with an adult and record in reading record	Weekly spellings (set on a Friday, tested following Friday) on Spelling Shed – list available on website	20 minutes of TT Rockstars per week	<i>Summer Term Only</i> One written task per week (to take no more than 30 minutes)
Year 4	Daily (15 minutes) reading of reading book – 3x per week to read with an adult and record in reading record	Weekly spellings (set on a Friday, tested following Friday) on Spelling Shed – list available on website	20 minutes of TT Rockstars per week 1 x Mathletics Task per week	One written task per week (to take no more than 30 minutes)
Year 5	Daily (15 minutes) reading of reading book – 3x per week to read with an adult and record in reading record	Weekly spellings (set on a Friday, tested following Friday) on Spelling Shed – list available on website	2 x Mathletics Tasks per week	One written task per week (to take no more than 30 minutes)
Year 6	Daily (15 minutes) reading of reading book – 2 x per week to read with an adult and record in reading record	Weekly spellings (set on a Friday, tested following Friday) on Spelling Shed – list available on website	2 x Mathletics Task / SPAG.com task per week	One written task per week (to take no more than 30 minutes) <i>Summer Term</i> Two written tasks per week to prepare for secondary transition

STRATEGIES USED TO ENSURE EFFECTIVE HOMEWORK:

- monitoring the appropriateness of demands on children, making sure that learning is enhanced
- helpful and prompt feedback to pupils through a range of methods including written marking, oral comment, class presentations, assemblies, pupil group review etc, as appropriate
- provide parents/carers with information relating to the structure and content of homework

- maintain a dialogue with parents/carers, where appropriate, through a Homework Book, and discussion, as necessary to gain maximum benefit from homework
- set homework to the regular pattern described above

BY PARENTS/CARERS WHO WILL:

- provide a suitable place in which pupils can do their homework
- positively support work to be done in the context of the home, making it clear to pupils that they value homework, explaining how it can help learning
- make it clear to pupils that they value homework and explain how it can help learning
- encourage pupils and praise them when they have completed homework
- sign, on a regular basis that they have monitored their child's homework

BY THE SCHOOL WHO WILL:-

- provide opportunities and use of facilities, such as libraries, to support children in the completion of homework tasks during school breaks if this is necessary and desirable, ever mindful, however, that if homework is to be a true and positive partnership it should not become only the responsibility of school.
- review and monitor the homework policy and practice ensuring that it is contributing to the progress pupils make at school and increasing responsibility for their own learning.

This Policy should be read in conjunction with the Teaching and Learning Policy. Reference should also be made to the Home/School Agreement and Letter to Parents, sent at the beginning of each school year.