



# Homework Policy

*Thorndown Primary School Principles*

Thorndown Primary School believes that all members of our community have the right to be successful, positive members of society. To ensure this, everything we do is guided by our three main principles for life at Thorndown.

All our community are entitled to....

Achievement 	Well-Being 	Opportunity 
<p style="font-size: 0.8em; margin: 0;"><b>LEARNING</b> ...access to an engaging, challenging, fun and research-informed curriculum that teaches knowledge and how to apply it.</p>	<p style="font-size: 0.8em; margin: 0;"><b>EMPATHY</b> ...understand and recognise their own and others wellbeing and emotions and how they can support themselves and others in managing these.</p>	<p style="font-size: 0.8em; margin: 0;"><b>EXPERIENCE</b> ...access to a range of experiences through visitors, trips and other media that expands their understanding of the world and the possibilities for them within it.</p>
<p style="font-size: 0.8em; margin: 0;"><b>INCLUSIVITY</b> ...an opportunity to succeed regardless of their background, starting point or history.</p>	<p style="font-size: 0.8em; margin: 0;"><b>RESPECT &amp; TOLERANCE</b> ...expect their school to be a safe, supportive and tolerant place and for this to be engrained in all that the school does.</p>	<p style="font-size: 0.8em; margin: 0;"><b>ROLE MODELS</b> ... access to role models that they see themselves, allows them to be ambitious in their own aspirations and understand what paths are available to them.</p>
<p style="font-size: 0.8em; margin: 0;"><b>GROWTH MINDSET</b> ...be taught how to overcome setbacks, set challenging targets and recognise achievements whilst still pushing to further themselves.</p>	<p style="font-size: 0.8em; margin: 0;"><b>PLAY</b> ...a rich and diverse environment that supports their social-emotional well-being and supports the development of resilience, sociability, risk and imagination.</p>	<p style="font-size: 0.8em; margin: 0;"><b>BE PREPARED</b> ... the tools to succeed in an ever-changing world. The curriculum and the tools we use to facilitate it should reflect the world around them and be forward thinking in its development.</p>

**Agreed on: Summer Term 2025**

**Next Reviewed: Summer Term 2026**

# HOMWORK POLICY

## Aims and Objectives

Many children have busy extra-curricular lives and they should also have time to relax and time to play. We understand that for some children there will be circumstances, which on occasion, may prevent them from completing their homework. However, we consider homework to be important and aim:

- To use homework to aid pre-learning in the classroom before a lesson or topic.
- To help to raise standards of academic achievement throughout the school.
- To provide children with further opportunities, either independently or in the company of their parents/carers, to consolidate, reinforce and/or extend knowledge, skills and understanding.
- To encourage children to develop the confidence and self-discipline needed to study on their own and to foster a positive attitude towards learning out of school.
- To help develop an effective partnership between home and school, and to involve parents in their children's learning.

## What is homework and why do we have it?

Homework refers to any learning activity which children are asked to do outside their normal school day, either on their own or in the company of their parents or carers. It can make a valuable contribution to learning when:

- Tasks are carefully planned and structured to support progression in learning, as part of a school's schemes of work.
- There is a regular programme so that everyone: teachers, children and parents or carers know what to expect each week.
- Pupils and parents or carers are very clear about what they need to do and by when.
- Parents and carers are treated as partners in their children's learning.

The purposes of homework change as the children get older. For children in Key Stage 1, developing a partnership with parents or carers and involving them actively in children's learning is the key purpose. Short activities of different kinds: simple games, learning phonics/spellings and reading together provide a very important opportunity for young children to talk about what they are learning to an interested adult, and to practise key skills in a supportive environment. As far as possible, the activities are adapted for a variety of abilities.

As children get older, homework provides an opportunity for them to develop the skills of independent learning. It is important that children should gradually get into the habit of regularly devoting periods of time, which may not be long, to study on their own. By the time the children reach Year 6, their homework programme will cover a wide range of tasks and curriculum content, with a regular weekly schedule. This approach will benefit their learning and also ensure that, in relation to homework, their transition to Year 7 at secondary school is as smooth as possible.

Beyond the activities which the class teacher organises for the children in his/her care, we would always encourage children to read, or to be read to, for 10-20 minutes per night. In addition, pupils are encouraged to access TTRockstars and Numbots on a regular basis, as it has proved very effective in improving pupils' confidence and knowledge in maths.

## The role of the teacher

1. The class teachers will provide regular, manageable activities for the children, with clear guidance about what is expected and when it should be completed.
2. Teachers will keep a record of the children's success at completing the tasks, which will be fed back to parents at the parent/teacher interviews (autumn and spring terms) and in the Annual Reports (summer term).
3. As far as possible, the teacher will set homework which he/she feels is appropriate to the needs and abilities of the children. All children, including those with special educational needs, should be set homework which gives them the opportunity to succeed. Tasks should be varied and not solely written assignments.

4. Positive celebration of good effort, rather than punishment for poor effort, forms the basis of teachers' responses to homework.
5. Where no homework has been completed over a sustained period, the teacher will contact the parent/carer to discuss the matter.

#### **The role of the parent or carer**

1. Parents/carers should make it clear to the children that they value homework and support the school by explaining how it can help their learning.
2. The parents/carers will prompt the children to complete any homework which may have been set.
3. Where possible, parents/carers may choose to support their children in the completion of the tasks and learn more about their progress.
4. Parents/carers are encouraged to ensure that their children are away from distractions whilst they complete their homework.
5. When children ask for support to complete their homework, parents/carers should be careful to ensure that learning of skills and/or knowledge is not compromised by giving too much help.
6. Encourage children and praise them when they have completed their homework.
7. If, for any reason, homework activities become too difficult for the child to complete, or cause significant negative feelings, distress or unhappiness, parents/carers should contact the class teacher to discuss the matter before attempting to resume the work.

#### **Equal opportunities**

1. At all times, each child's age, ability, cultural background or any special social arrangements will be taken into consideration when homework is set.
2. Particular care will be given to adapting homework tasks to suit individual special educational needs.
3. Opportunity for investigations to stretch and/or inspire higher attaining pupils will be provided. This work will frequently be more open-ended in style and involve the children analysing or synthesising different sources of information.

#### **Health and Safety**

1. Care should be taken to mention any potential health and safety risks when setting homework. For example, a reminder will be given about the dangers of mains electricity when setting the task of looking for sources of energy in the home.
2. Children should understand that they are not expected to undertake outdoor activities without the prior knowledge and/or supervision of a parent/carer.
3. Children should not be tackling unreasonable amounts of homework. If parent feels the amount is unreasonable they should contact the school.

#### **Exceptions to this policy**

If parents/carers decide to arrange for their annual holiday during term time, homework in the form of missed lessons **will not be provided**. Similarly, when children are unwell and unable to attend school, the class teachers will assume that they need to rest to recover from their illness and homework will not be given. In the final analysis, the Headteacher will use his/her discretion.