



HOMework POLICY

AUTHOR	REVIEWED	NEXT REVIEW
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Oulton Primary School Homework Policy

Our aims:

- Ensure that parents are clear about what their child is expected to do.
- Ensure consistency of approach throughout the school.
- To use homework as a tool to help to continue to raise standards of attainment.
- Provide opportunities for parents, children and the school to work together in partnership in relation to children's learning.
- To practise or consolidate basic skills and knowledge, especially in mathematics and reading.
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently.
- To prepare Year 6 pupils for the transfer to secondary school

The Nature of Homework:

- Homework can be set in different forms with many different expectations and outcomes. It is important to remember that when setting homework there are a number of points to consider:-
 1. The nature and type of homework changes throughout a pupil's school career.
 2. Amount and frequency of homework should increase as a pupil gets older.
 3. Homework should not cause undue stress on the pupil, family or the teacher.
 4. It will not necessarily come in the form of a written task.
 5. Homework should be set regularly from the Foundation Stage to Year 6.

In EYFS:

- Every child in Reception has a planner. This is used as a communication tool between home and school. It is also where home reading must be recorded.
- In Reception, children choose a 'reading for pleasure' book each week. Parents/ carers are encouraged to change these more frequently if they want to. Parents/ carers are expected to read with their child/ children as much as possible, ideally every day, and record this in their planner. Regular home-reading (at least four times a week) is celebrated and rewarded through the whole school 'Eager Reader' system.
- As new sounds are taught in Read, Write Inc. (RWI) lessons, they are shared with parents/carers both digitally and on paper. Parents/ carers can then help their child practise letter formation and reinforce the sound. As children progress with their phonic knowledge and skill, they take home Sound Blending books, Ditty sheets or RWI reading books that are closely matched to their phonic knowledge. These are sent home as dictated by the RWI teaching timetable.
- Additional support, including videos, are sometimes shared on Tapestry to support individual or groups of children across the different curriculum areas.
- Parents and carers are expected to be active users of Tapestry. They are informed about the things that children have been doing in school and encouraged to share their child's/ children's experiences outside school. These are then used to stimulate classroom



discussion and promote communication and language skills as well as deepening children's understanding of the world.

In KS1:

- Every child in KS1 has a planner. This is used as a communication tool between home and school. It is also where home reading must be recorded.
- In KS1, children are encouraged to choose a 'reading for pleasure' book each week. Children are sent home with a Ditty sheet, Sound Blending book or RWI book that is closely matched to their phonic knowledge. These are sent home as dictated by the RWI teaching timetable. Children who are accessing guided reading lessons are sent home with a colour banded book that is closely matched to their reading ability. Parents and carers of children accessing guided reading lessons should also engage in discussion and questioning with their child/ children about the book they are reading. Parents/ carers are expected to read with their child/ children as much as possible, ideally every day, and record this in their planner. Regular home-reading (at least four times a week) is celebrated and rewarded through the whole school 'Eager Reader' system.
- Children in KS1 have a Spelling Log Book which they are encouraged to use as a place to record any spelling practise. This book must be returned to school each day. Parents/ carers are expected to support their child/ children with learning spellings and spelling rules that are sent home each week. At the start of each academic year, teaching staff send home activities, ideas and strategies to help parents/ carers support children's spelling progress.
- Children in KS1 are given login details to access Numbots. Children are encouraged to access this online learning platform as often as possible. Teaching staff set activities that are matched to a child's mathematical ability and understanding. Weekly certificates are awarded to those children who show increased engagement or progress linked to their individual starting point.
- When appropriate, teaching staff will send home additional home learning. This can be linked to any area of the curriculum. The purpose of this additional home learning may be to increase knowledge/ understanding, deepen knowledge/ understanding, consolidate learning, extend learning or provide a stimulus for classroom discussion.

In KS2:

- Every child in KS2 has a planner. This is used as a communication tool between home and school. It is also where home reading must be recorded.
- In KS2, children accessing RWI lessons are sent home with a Ditty sheet, Sound Blending book or RWI book that is closely matched to their phonic knowledge. These are sent home as dictated by the RWI teaching timetable. Children who are accessing guided reading lessons are sent home with a colour banded book that is closely matched to their reading ability. Parents and carers of children accessing guided reading lessons should also engage in discussion and questioning with their child/ children about the book they are reading. Parents/ carers are expected to read with their child/ children as much as possible, ideally every day, and record this in their planner Regular home-reading (at least



four times a week) is celebrated and rewarded through the whole school 'Eager Reader' system.

- Children in KS2 have a RWI Spelling Log Book which they are encouraged to use as a place to record any spelling practise. This book must be returned to school each day. Parents/ carers are expected to support their child/ children with learning the spelling rule and associated spellings that are added to the log book each week. At the start of each academic year, teaching staff send home activities, ideas and strategies to help parents/ carers support children's spelling progress.
- Children in KS2 have a Spelling Log Book which they are expected to use as a place to record any spelling practise. Parents/ carers are expected to support their child/ children with learning spellings and spelling rules that are sent home each week which are linked to their RWI Spelling lessons. At the start of each academic year, teaching staff send home activities, ideas and strategies to help parents/ carers support children's spelling progress. Children in KS2 are also given login details to access the Oxford Owl Extra Spelling Zone. Children are encouraged to access this online learning platform as often as possible. Children are directed to appropriate activities linked to their RWI Spelling lessons and year group expectations.
- Children in KS2 are given login details to access Times Tables Rock Stars. Children are encouraged to access this online learning platform as often as possible. Teaching staff set times tables activities that are matched to a child's mathematical ability and understanding. Weekly certificates are awarded to children who show increased engagement or progress linked to their individual starting point.
- When appropriate, teaching staff will send home additional home learning. This can be linked to any area of the curriculum. The purpose of this additional home learning will be to increase knowledge/ understanding, deepen knowledge/ understanding, consolidate learning, extend learning or provide a stimulus for classroom discussion. Depending on the need/ purpose, this additional learning may be sent to an individual child, group of children or whole class.

Role of the Class Teacher

- To provide an explanation of homework tasks to parents/ carers when necessary and give guidance of how they might assist their child. This may be done through a written explanation with the work, a note in the planner, a discussion with the parent/ carer, a school-based workshop.
- 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 appropriate feedback about any completed homework (written or verbal).

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.

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, particularly reading.
- To make it clear that they value homework and they support the school by explaining to the child how learning is important.

