SHOBNALL PRIMARY & NURSERY SCHOOL

APPROACH TO HOMEWORK

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STATEMENT OF INTENT

Shobnall Primary & Nursery School is a vibrant, enthusiastic, forward thinking and safe learning environment in which pupils are given every opportunity to complete a fulfilling education.

We believe that homework plays an important part in education and the benefit of doing homework must be instilled at an early age so that independent study can be achieved.

We are also aware that pupils have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We will give careful consideration to ensuring homework is well-balanced across the school.

This document was developed in consultation with staff members, parents and pupils, and with the full agreement of the governing board.

AIMS

This document aims to:

- Develop a consistent approach to homework throughout the school.
- Make sure that teaching staff, parents and pupils are aware of their responsibilities with regards to homework.
- Ensure that parents understand what is expected of their child.
- Encourage pupils to develop the responsibility and self-discipline required for independent study.
- Embed knowledge and support pupils' learning experiences via revision and reinforcement.
- Work with parents and involve them in their child's learning, and to keep them informed about the work their child is undertaking.
- Use homework as a tool for raising standards of attainment.
- Extend learning beyond the classroom.
- Give pupils further practise and a deeper understanding of skills, knowledge and concepts learned during the school day.

1. LEGAL FRAMEWORK

- This document has due regard to legislation and statutory guidance including, but not limited to, the following:
  - DfE (2019) 'Ways to reduce workload in your school(s)'
  - Ofsted (2025) 'School inspection handbook'

- This document operates in conjunction with the following school procedures:
  - Assessment
  - Feedback
  - Teaching and Learning
  - Behaviour and Discipline
  - Pupils with Special Educational Needs and Disabilities (SEND)
  - Attendance and Punctuality

2. ROLES AND RESPONSIBILITIES

- The **headteacher** and **local governing body** is responsible for:
  - Frequently checking the document's compliance with statutory and good practice requirements.
  - Monitoring the effectiveness of this document.
  - Discussing with staff the extent to which this document is being implemented.
  - Meeting with parents as appropriate.
  - Providing parents with information about homework.
  - Informing new parents about the approach to homework.

- The **teachers** are responsible for:
  - Planning and setting up a regular programme of homework for pupils.
  - Providing an explanation of homework tasks and ensuring that all pupils understand what they have to do.
  - Ensuring all homework is purposeful and links directly to the curriculum.
  - Setting homework that is appropriate to pupils' abilities.
  - Monitoring homework regularly and making sure pupils are completing it.
  - Marking homework and giving feedback to pupils.
  - Communicating with parents if there is a problem regarding homework.
  - Being available to parents and pupils for a discussion about homework.
  - Setting homework that is consistent across classes.
  - Ensuring homework takes equal opportunities into account and that the needs of pupils with disabilities are considered.
  - Rewarding quality work and praising pupils who regularly complete homework.

- **Parents** are responsible for:

- Supporting and encouraging their child with regards to completing homework.
- Becoming involved in their child's homework and encouraging their child to have a positive attitude towards it.
- Making sure that their child completes homework to a high standard and on time.
- Providing suitable conditions and resources for their child to complete homework.
- Praising their child and celebrating achievements with regards to their homework.
- Informing teachers of any issues that may arise and co-operating with the school to find a solution.
- Keeping the school informed of any change in circumstances which may affect their child's learning and ability to complete homework effectively.
- Encouraging their child to discuss homework and feedback from teachers.

- **Pupils** are responsible for:
  - Taking responsibility for their own learning and submitting completed work in a timely manner.
  - Having a positive approach towards homework.
  - Putting the same effort into homework as class work.
  - Making sure they understand the tasks that have been set and seeking clarification if required.
  - Ensuring that they have everything they need to complete homework and returning to school all books/stationery needed to complete their homework.
  - Taking pride in the presentation and content of their homework and performing to the best of their abilities.

3. OUR APPROACH TO HOMEWORK

- The school understands that setting, marking and providing feedback on homework is a large contributor to the workload of teachers; therefore, teachers ensure that homework only takes place to positively impact pupils' progress.

- Teachers ask themselves 'why am I setting this homework?' and 'how will this homework be useful to the pupil?'. If the answers to these questions do not reflect a positive impact on pupils' learning, teachers use their professional judgement and decide whether the homework is necessary.

- Teachers explain the school's approach to homework to parents in their 'Meet the Teacher' booklets.

- Every term, each year group is informed of what is expected of them with regards to homework.

- Every term, the class curriculum letter informs parents about the main topics and units of work being covered.

- Pupils use homework books to complete their homework or are issued with a homework folder to keep their homework neat and organised.

- Pupils receive homework on a Friday which is to be returned every Wednesday morning.

- Pupils' weekly homework activity is designed to take around 45 minutes – 2 hours, depending on the age of the pupil.

- Homework is marked every week and returned to the pupil in their homework folder/book and/or via Class Dojo.

- Parents are encouraged to discuss any errors with their child. If they have any queries, they should make an appointment to see their child's teacher. Feedback from parents about their child's homework is also welcomed by the school.

- Teachers may occasionally set extra homework for the whole class if they deem it beneficial.

- The table below shows expected homework. Tasks may be set in addition to the below activities.

Reception	Reading/library books each night Tricky words practice Phonics English/Maths – 1 piece each week	45 minutes per week
Year 1 & 2	Reading/library books each night Tricky words practice/phonics (e.g. Spelling Shed) Number bonds/times tables work (e.g. Numbots) English/Maths – 1 piece each week	1 hour – 1 ½ hours per week
Year 3 & 4	Reading/library books each night Spellings or times tables – 5 minutes each day (e.g. Spelling Shed/TT Rockstars)	2 hours – 2 ½ hours per week

	English/Maths – 1 piece each week	
Year 5 & 6	Reading/library books each night Spellings or times tables – 10 minutes each day (e.g. Spelling Shed/TT Rockstars) English/Maths – 1 piece each week SATs Papers (Year 6 only Spring Term)	3 hours – 3 ½ hours per week

4. ABSENCES

- If a pupil is absent from school due to illness or medical reasons, the school will not supply work for these periods – pupils should be well enough to undertake any work supplied.
- There may be exceptions to and the classroom teacher will decide whether homework should be set on a case-by-case basis.
- If a pupil is absent for a long period of time, e.g. with a broken arm, the teacher and the parents of the pupil will agree on what should be done and how much help should be provided.
- Absences when homework is set and due will be managed in line with the JTMAT Attendance and Punctuality Policy.

5. PUPILS WHO FAIL TO COMPLETE HOMEWORK

- All pupils are expected to complete homework on time.
- Teachers keep records of pupils completing homework which are regularly checked.
- If pupils fail to complete homework, teachers contact parents to find out why.
- Teachers will make efforts to support pupils who are struggling to complete homework and will raise any concerns regarding their pupils' ability to complete homework to the headteacher and/or parents as appropriate.
- Pupils whose refuse to complete homework will be disciplined in line with the school's procedures for Behaviour and Discipline.

6. MARKING HOMEWORK

- Homework may be marked in a variety of ways, in accordance with the school's Feedback Procedures.

- In general, homework is marked in detail in writing and comments are made concerning the pupil's next steps.
- Occasionally, homework may be marked orally with the pupil or class.
- Teachers do not mark homework that is handed in late.

7. PUPILS WITH SEND

- A balanced approach to homework will be adopted for pupils with SEND, in consultation with the pupil's parents and the SENCO.
- Where appropriate, the school will set adjusted or specific tasks for pupils with SEND as outlined in their individual education plans.
- While pupils with SEND may benefit from differentiated tasks separate from the homework received by other pupils, it is important that they also complete as much standard homework as possible.
- Pupils with SEND will be supported in accordance with the school's procedures for pupils with SEND.

8. EQUAL OPPORTUNITIES

- The school will ensure that it provides the full range of opportunities for all pupils, regardless of gender, sex, disability, sexual orientation, ethnicity and social, cultural or religious background.
- All pupils have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability.

9. MONITORING AND REVIEW

- This document is reviewed every three years by the headteacher.

TOP
10
TIPS
for
Home
work
Survival
Age 8–13yrs
TIP
1
understanding
listen
Make
Time
Just a few minutes
Make time, even 5 minutes could help!
Your child will benefit from you getting involved in their homework tasks. If your son/daughter knows that you care they will be more likely to want to do homework and hand it in on time.
You can encourage learning while you are out and about together, in the car, shopping, eating meals and even in your local community.
It's also a good idea to set a routine for homework (and stick to it) – like after tea. It helps to know what homework your child has and get a sense of how long it should take them.
There's always something happening that you can both talk and learn about!

TIP 2

Your Experience counts

Try and link life and leisure experience to your child's school work e.g. visits to the park, museum or days out.

Remember your child will enjoy spending time with you alone. Learning together and sharing experiences will help your relationship grow stronger. Your child will enjoy learning about you and your experiences, as well as doing new things together.

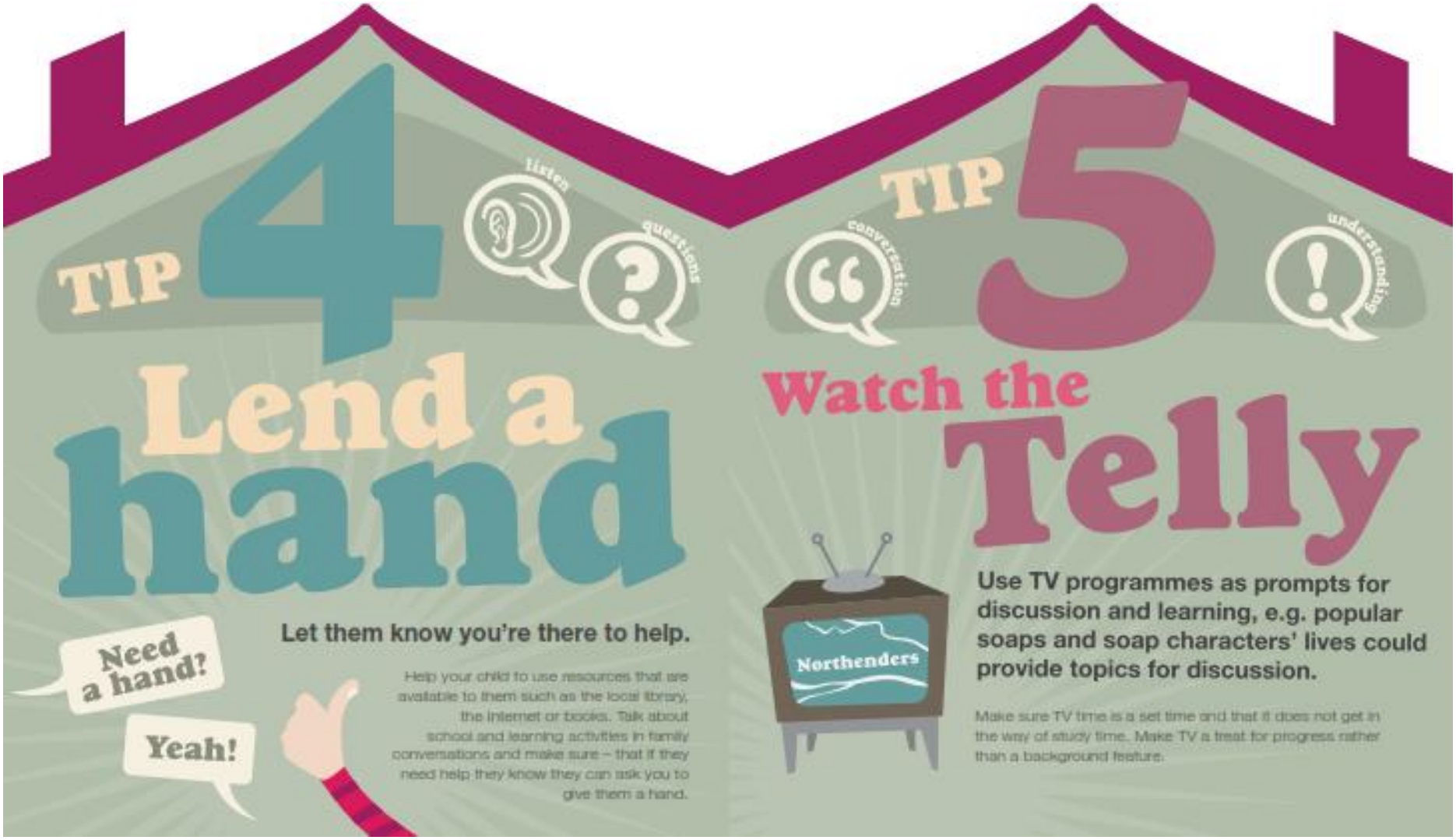
TIP 3

Take an Interest

Let them know you want to be involved.

Make time to ask your child about what they are studying and what they have learned. Another great way to show you are interested is to attend school activities such as parents' evenings and sport events.

There are lots of ways you can help your child with their homework, especially if they get stuck. Have a chat about what they did last time it happened and what you could do to help, or where you could both look for help.


TIP 4
listen
questions
Lend a hand
Need a hand?
Yeah!
Let them know you're there to help.
Help your child to use resources that are available to them such as the local library, the internet or books. Talk about school and learning activities in family conversations and make sure – that if they need help they know they can ask you to give them a hand.
TIP 5
conversation
understanding
Watch the Telly
Northenders
Use TV programmes as prompts for discussion and learning, e.g. popular soaps and soap characters' lives could provide topics for discussion.
Make sure TV time is a set time and that it does not get in the way of study time. Make TV a treat for progress rather than a background feature.

TIP 6
Remove Distractions
Help your child concentrate by creating the best learning environment, e.g. take the dog out of the room or turn the volume down on the TV.
Provide an area that is light and fairly quiet. It doesn't have to be fancy – the kitchen table, a space in their bedroom or a corner of the living room will be fine, as long as homework is given priority and they are not interrupted.
click
TIP 7
Have a look
Check to see how your child is getting on with their homework.
By seeing their progress you will find out if they need any more help or encouragement.
When they've finished, have a look and see how well they've done with their work.
Finished!

TIP 8
achievement
reward
Give praise
Let them know they're doing a good job!
Let your child know that you are pleased with their progress. Help them to make activities and learning tasks feel more achievable by showing them just how much they have already achieved.
Remember – you can show them how not giving up and hard work can lead to success.
Nice work!
TIP 9
conversation
questions
Go to school!
Talk with your child's teachers – they will be pleased that you want to get involved.
Let them know that you are keen to help your child with their study and that you want to get involved in their learning experiences.
You could ask them questions about:
• How your child is doing at school
• What they might be struggling with
• How you can help your child
• What your child's behaviour is like at school
Nice to meet you!

TIP 10 Reward Progress

achievement

reward

Set goals and provide treats for achievements.

Let your child know that you are there to encourage and support them to learn. Let them know that they are making good progress and that you are pleased with their efforts. Help them to try new experiences and get the most out of their time at school.

You're not alone

ideas

Supporting your child to do homework might sometimes feel confusing and hard.

Don't worry, there are lots of resources, websites and helplines that you can use to make the task easier.

Here are just a few:

- www.bbc.co.uk/learning
- www.bbc.co.uk/schools
- www.channel4learning.com
- www.dads-space.com
- www.direct.gov.uk/curriculum
- www.direct.gov.uk/en/educationandlearning
- www.direct.gov.uk/kids
- www.fostering.org.uk
- www.netmums.com
- www.nextgenerationlearning.org.uk/At-Home
- www.parentchannel.tv
- www.parentlineplus.org.uk

This is by no means an exhaustive list and has been produced to offer a flavour of the types of websites available.

Your school may have other resources available for you to use, or you could get them from their website. You could also ask other parents and family members for support and advice on helping your son or daughter with their learning.

DCSF cannot be held responsible for any existing or future content on any of the websites listed to the left.

To print off copies of this document and other resources please visit: www.direct.gov.uk/homeworksupport

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