



St Giles C.E Primary School Homework Policy

'You must love one another as I have loved you.' John 13 v 34.

Working together with love we will provide a happy and nurturing environment where all will, *'learn to love and love to learn'*, making outstanding progress through an enriched and creative curriculum. Through our strong Christian ethos we will celebrate and embrace the richness of our community.

Learn to Love - Love to Learn

'You must love one another as I have loved you.' John 13 v 34

Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

The purpose of homework

Homework helps children to develop the skills and attitudes they will need for successful lifelong learning. Homework also supports the development of independent learning skills and provides parents with an opportunity to take part in their children's education. Research over a number of years has shown that homework can make an important contribution to the progress which pupils make in school. Government research has shown that there are enormous advantages in children spending periods of time (initially quite short) on different learning activities devised to support the work they are doing in school.

The type and amount of homework which is appropriate for pupils of different ages

The Government's recommended time allocation, based on current good practice, is set out in *Homework: Guidelines for Primary Schools and secondary Schools*, and has been adopted by St Giles CE Primary School:

Year 1 and 2	1 hour per week	Reading, spelling, other English and Mathematics work
Years 3 and 4	1.5 hours per week	Regular weekly schedule with continued emphasis on English and Mathematics, but also

		ranging widely over the curriculum.
Years 5 and 6	30 minutes per day	Regular weekly schedule with continued emphasis on English and Mathematics, but also ranging widely over the curriculum.

*Children are also set projects to complete over the holiday periods to learn about forthcoming units of work, or to extend their understanding.

Parents of children within the EYFS receive a fortnightly plan of work covered during the topic, with suggestions of activities that parents can do to support their child at home. For example, trips to the library and singing number rhymes. Within Reception, children are encouraged to read at home and take part in real life enrichment activities, as well as completing short games and tasks to underpin their learning.

Pupils will only be expected to spend the recommended time on any homework task, though extension work may be included for pupils wishing to do more. Every encouragement will be given to pupils to complete the homework. Parents should inform the teacher (either through the homework/reading diary, verbally or by letter) if the task is causing any sustained problem to their child.

Differentiation





Homework for all children is differentiated where appropriate to meet individual children's learning needs. Account is taken of children with Special Educational Needs and children who are working at Greater Depth. All pupils are challenged appropriately, to support and reinforce their learning in school.

How homework will be planned and co-ordinated

The class teacher will be responsible for ensuring that the demands of homework are manageable for pupils and parents/carers on a day to day basis. Homework will be organised differently through the year groups to meet the individual needs of the class, the class teacher will decide when homework will be sent home, when it should be returned and how it will be assessed. Parents will be informed at the start of each year as to how homework for their child will be set, and what arrangements will be made for marking and assessing the homework.

Education Endowment Foundation have published research which indicates;

Behind the average

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Studies in secondary schools show greater impact (+5 months) than in primary schools (+3 months).
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Similar positive effects are found for reading, mathematics and science.
- 
Most homework set is individual, studies involving collaboration with peers have higher effects (+6 months), though the number of studies is small.
- 
Studies involving digital technology typically have greater impact (+ 6 months).

In order to reduce workload and to improve outcomes, including implementing EEF Research into digital homework, Governors have provided a range of online learning resources accessible on the school's VLE including:

- *Google Classroom*
- *TT Rock Stars*
- *Education City*
- *Purple Mash*
- *Maths Watch*
- *Oxford Reading Buddy*

If you are unable to log on to any of the sites, please contact your child's Class Teacher in the first instance.

Governors have also invested in quality Home Learning Resources available to all children including:

- *Literacy and Language Homework Books*
- *Spelling Planet Resources*
- *Multiplication Resources*
- *Phonics and Reading Material*
- *Oxford Reading Buddy*

The role of parents and carers in supporting pupils

Parents and carers are asked to try and find a reasonably suitable peaceful place where pupils can do their homework and where adults can help them where necessary. Parents should make it clear to the pupils that they understand the need for homework and that they support the school in explaining how it can help their child's learning. Parents of all children are encouraged by the school to ask for any help they need to help their child with homework set, and discuss with the class teacher any problems which the setting of homework may cause.

Homework and study facilities

St Giles School has provision for pupils to do their homework or to seek support to complete homework. The local library also provides facilities to research their homework. Pupils are encouraged to make full use of these facilities.

Feedback for pupils, parents, carers and teachers

Children who involve their parents in homework will get the best, and most immediate feedback on the work they have done. Often the main point of homework is the involvement between parents and child. Parents are encouraged to record the fact that they have read with their child in reading record books. This tends to be the case more frequently in Key Stage One. This may sometimes be in the traditional way by the teacher or Teaching Assistant, looking at each piece of work individually, and making a comment on the work. It is more likely, however that the work set will be discussed by the class as a whole. Clearly, where pupils have misunderstood the work set, teachers will be prepared to set time aside to help them understand their errors and misconceptions. The school has also invested significantly in online digital learning homework.

Arrangements for monitoring and evaluating policies

The efficiency and effectiveness of homework policies needs to be monitored and evaluated. It is important to regularly check what homework is being sent home and evaluate what effect the homework is having on improving standards amongst pupils. At St Giles we will review the arrangements for homework throughout the school year on a yearly basis. Yearly questionnaires to parents are also undertaken to help us to evaluate how parents feel about the arrangements currently running.

Reviewed 18 January 2024

To be reviewed: 31 January 2026



[Article 28 \(right to education\)](#)

[Article 29 \(goals of education\)](#)