



**Talavera Junior School**  
**Homework Policy**

**Document Name:** Homework

**Status:** **Approved**

**Policy First Introduced:** **November 2021**

**Next Review Planned:** **September 2027**

**Signed:** *Lucy Coombs* (Policy Owner)

**Print Name:** Lucy Coombs

**Review Date:** \_\_\_\_\_

**Signed:** (Governor Approval)

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**Approval Date:** 03.11.25



**Talavera Junior School**

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**POLICY CHANGE HISTORY**

<b>Version</b>	<b>Date</b>	<b>Status</b>	<b>Policy Owner</b>	<b>Governor Approval</b>	<b>Comment</b>
1.0	1/9/16		CL	CN	
2.0	27/9/17		CL	CN	
3.0	4.11.20		MC		Change after Covid lockdown
3.1	11.3.21		MC		Change to use of Google classrooms
4.0	1.6.22		LHB	MMC	Changes to policy following change in procedure
5.0	6.6.2023		AWr	MMC	Additional changes added to the provision across the Key Stages
6.0	02.10.24		LC		Changes to expectation and provision across the upper and lower Key Stages
6.1	9.10.25		LC		No significant changes

## **Aims of Policy**

- To provide a clear definition of the purpose and nature of homework at Talavera Junior School.
- To identify our shared views of good practice.
- To establish how homework will be organised and how we ensure progression across the school.
- To identify the roles and responsibilities of those involved.
- To make clear the ways in which we aim to ensure that the policy makes an important contribution to the quality of teaching and learning in the school.

## **Definition**

At Talavera Junior, we view homework as being a supported or independent task undertaken outside of curriculum time which reinforces, extends or enriches current learning.

## **Purpose**

The purpose of homework at Talavera Junior is to provide opportunities for parents to be involved in their child's learning. It enables children to practise and consolidate skills and aims to broaden the context of learning and provide enrichment and extension. Finally, it aims to enable children to take responsibility for their own learning, to become independent learners and to develop perseverance.

## **Good practice**

At Talavera Junior, we believe that the following principles ensure good practice.

- That staff, parents and governors are involved in developing the policy through feedback from questionnaires, letters and parent/teacher consultations.
- The policy is co-ordinated by SLT.
- A variety of approaches are used to ensure that parents and children are aware of homework expectations and organisation.
- Homework allocations are made clear and regular communications made in a variety of ways.
- Homework is set in a structured way to help children develop regular study patterns (with parental help if needed).
- There is regular feedback and praise for completed work and a system in place for responding to children who fail to complete.
- The reasons why homework has not been completed are investigated before action is taken although, after three consecutive times where homework is not completed, parents will be contacted. Children not completing homework will complete the work during a break or lunch.
- School to provide support, time and resources to children who have no resources at home to complete the homework.
- In planning homework, teachers set clear learning intentions and tasks are appropriate.
- There is a clear system for monitoring how the policy requirements are being fulfilled.
- The policy is reviewed regularly with the School Improvement Plan.
- Children have access to TT Rockstars and Sora online library.

## **Range of Activities**

A variety of tasks are used to meet planned learning objectives.

For lower Key Stage 2, these can (but may not necessarily) include:

- 5 Spellings which are chosen from the year 3 / 4 spelling word list;
- Times tables through TT Rockstars and flash cards; and
- Daily reading fluency which should be logged within a reading record.

For upper Key Stage 2, these can (but may not necessarily) include:

- One reading comprehension or grammar activity;
- A paper mathematical task chosen to practise a specific mathematical skill within orange books;
- 5 Spellings which are chosen from the year 5 / 6 spelling word list; and
- Daily reading fluency which should be logged within a reading record.

### **Organisation**

Progression is planned from lower to upper Key Stage Two through the provision of appropriate activities and the increasing expectations we have of our children as they move up through the school.

### **Roles and Responsibilities**

**Class teachers** will plan purposeful activities with clear learning intentions, which are linked to the curriculum content, ensuring they are accessible for all pupils.

**Class teaching assistants** will respond to children's efforts, providing encouragement and reward and will investigate the reasons for homework not being completed before responding with sanctions and inform teachers of any individual issues or support needed.

Children will complete homework during break and lunch time if not completed at home. There is an allocated homework club for this.

**Parents** have an important role in supporting children's efforts. They need to be aware of what homework is set and provide both encouragement and an appropriate environment for its completion.

**Children** are responsible for completing tasks as requested (with increasing independence as they move through the school) and to take responsibility for organising any information or equipment they require.

### **Responding to children and ensuring that homework is completed**

Homework is lightly marked and any misconceptions picked up. If homework is not completed, the consequence will be that they will complete the work in their break or lunch.

Parents will be informed if a child regularly fails to complete homework. We appreciate the support given to children by the parents at home.

### **Special arrangements**

Class teachers will ensure that tasks are set which are appropriate to meet the needs of all children, including those with special educational needs as well as those requiring further challenge. If a child does not have access to the internet at home, the class teacher must be informed so appropriate accommodations can be put in place. This may include completing TTRockstars as part of their morning routine or attending Homework club.

**Monitoring and Evaluation**

In order to ensure that the policy directly contributes to the quality of teaching and learning, the provision of homework will be regularly monitored. A sample of pupil's homework folders and/ or planned activities will be reviewed by SLT annually as part of the school's self-evaluation process. In addition, the scrutiny of homework samples will form part of curriculum leader's monitoring responsibilities at the allocated phase of the School Improvement Plan. Parents will also be given opportunities to share their views with teachers at parent consultations and other occasions as appropriate.