

## ***Policy & Procedure***

# **Thornton Primary School**



# **Homework Policy 2023-2026**

This policy is reviewed every three years and was agreed by the Governing Body of Thornton Primary School in Autumn 2023 **and will be reviewed again in Autumn 2026**

Signed: \_\_\_\_\_ Chair of Governors

Date: \_\_\_\_\_

## ***Non-Statutory Policy***

## **Thornton Primary School** Homework Policy

### Thornton Primary School Vision and Aims

**Our aim** is to develop confident and enthusiastic learners who are always respectful of each other and the staff. We want them to build a strong appreciation of their own positive attributes as well as those of the other children and, in doing so, to develop a 'can-do' attitude to learning, and the community in which they live, through consistent focus upon:



**Excellence**  
Independence Enthusiasm Equality  
**Responsibility Empathy**  
Confidence Perseverance Care  
**Aspiration**  
Respect  
**Pride Tolerance**  
Teamwork Challenge Integrity  
**Enjoyment**



### **Aims of the Policy**

- to ensure consistency of approach throughout the school,
- to ensure progression towards independence and individual responsibility,
- to ensure the needs of the individual pupil are taken into account,
- to ensure parents/guardians have a clear understanding of the expectations placed on them, and the pupil, by the school,
- to improve the quality of the learning experience offered to pupils,
- to support the learning experience via reinforcement and revision,
- to provide opportunities for parents and pupils to work together to enjoy learning experiences,
- to encourage children to develop long-term strategies for future needs,
- in Year 6, to prepare children for transfer to high school,
- to extend learning opportunities for more able pupils by enabling them to take ownership over their learning.

**Homework can be a useful way of consolidating and extending learning.**

It can be a regular example of home and school working together to support children's learning. In Year 6, it can be a very useful way to introduce children to the expectations of secondary education, where homework will be a daily requirement.

**Examples**

- a reading book, or books, which is/are taken home each day for reading practice,
- exploring spelling patterns,
- over a period of time, learning multiplication tables – usually begins in Year 2,
- to use notes or a simple framework of ideas to produce a piece of work,
- to complete an exercise which helps to consolidate some learning introduced in the classroom – “show me what you know about.....?”,
- to give the child(ren) more practice in a process or method learned in class,
- a piece of research – “what can you find out about .....?”,
- an activity – “make a chart of .....”,
- an observation – “keep a record over a few days of .....”,

**Types of Homework at Thornton Primary School**

Parental surveys have demonstrated that it is difficult to meet the expectations of *all* parents. Some feel that we give *too much homework*, some say '*too little*'. We have taken into account parent opinion over the years to come up with homework which is useful and manageable.

**It is expected that parents will support their children:**

- by taking an active interest in their child's homework,
- by encouraging them and praising their efforts,
- by supporting them in particular tasks,
- by helping them to devise strategies for remembering facts,
- by supervising and enabling them to complete tasks,
- by keeping in touch with the class teacher through the Home/School Diary,
- by reminding them to hand in their homework on time,
- by noting when a reasonable amount of time has been spent on a homework task and making the decision to stop, if necessary, before completion (and informing the class teacher of this decision).

**The school will ensure that:**

- tasks set are reasonable and matched to the pupils' needs including differentiated tasks where appropriate;
- we always acknowledge completed homework (with a signature, smiley face and/or comment);
- we support and listen to parents who ask for our help;
- we have systems in place in each classroom to ensure that they are alerted if parents have written in the home-school diaries;
- we reward children for the effort required to complete homework tasks by giving Dojo points.

**Dojo points** are given to pupils for completing their Maths, English homework and also for every three reads of their reading book.

The homework priorities for Thornton are:

- reading at least 3 times per week.
- Phonics/spellings
- Maths focused task
- English focused task

**Weekly Spelling Lists** are stuck into Home-school diaries. We also provide an overview at the start of each term; this is stuck into homework books. All spelling list have the date they are to be tested.

**Dojo Homework points**

- are given to pupils for completing all Homework (1 Dojo for Maths, 1 Dojo for English).
- Up to 2 Dojos can be gained for Spellings
- Children will receive a dojo point each time they read at home 3 times.

This means that children can receive up to 5 - 6 points in total for any one week of homework tasks.

### **Assessment**

- To be fair to children who may not be able to have help from their families, homework will be evaluated, and credit given for effort, but it will not be a part of any formal assessment process within school.
- However, regular homework tasks such as learning multiplication tables and spellings, may help children to perform at a higher level in formal assessments carried out in school.

### **Equality Statement**

At Thornton Primary School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

### **Inclusion**

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.