GREAT ECCLESTON COPP CHURCH OF ENGLAND PRIMARY SCHOOL

HOMEWORK POLICY

Developed in consultation with teachers, parents and children.



DATE : SEPTEMBER 2026

Approved by GB: September 2026
Next review due: September 2027

"Let us love, not in word, but in truth and action." (1 John 3:18)

STATEMENT OF INTENT

In building solid foundations for every unique individual and putting God's love at the centre of all we do, our children learn to embrace our diverse world. We encourage our children to learn universally in order to understand our heritage and roots as a village, town, region and nation. Through strong community links, our children grow in **compassion** and **understanding**, promote **justice** and possess **aspirations** to make a positive difference. We offer an ambitious curriculum that ignites **curiosity** along with high personal expectations that fosters **resilience** and which enables them to flourish. Our children are easily distinguished by the **courage** they show when making brave choices and understand the importance of becoming the very best versions of themselves.

Purpose of Policy

This policy aims to define a consistent approach to homework that is both age appropriate and builds on the learning the children are involved with in school. Through this policy, we aim to ensure consistency of approach throughout school by outlining the purpose, types and amount of homework set. We recognise the facts that the purpose of homework may change as pupils get older and that the needs of the individual pupil should be taken into account. As a staff, we give careful consideration to making homework suitable and well balanced across the school.

We believe homework works best when :

- Children and parents/carers are very clear about what they need to do
- Parents and carers are treated as partners in their child's learning
- Tasks are carefully planned in year groups
- It builds on and helps consolidate work in class
- There is a regular programme so that everyone knows what is expected each week
- Homework is achievable by all pupils and adaptations are made where necessary
- There is consistency across the school

For our policy to be implemented successfully, parental support is crucial and it is our intention to involve parents and carers in the implementation of monitoring this policy.

Definition of Homework

Homework is learning that will help with, reinforce and extend schoolwork. It can therefore be defined as work or activities which pupils are asked to do outside of lesson time, either on their own or with parents/carers. Homework should consolidate knowledge taught in class and aims to revisit concepts previously taught through emphasis on retrieval skills to strengthen knowledge learned previously. Pupils are encouraged to practice recalling knowledge/learning away from the school setting.

The Purpose of Homework

We set homework because :

- It offers opportunities for retrieval practice, helping to secure knowledge into long-term memory
- It helps the school develop an effective partnership between parents/carers and school
- It encourages the development of confidence, self-discipline and the organisational skill pupils need to study on their own, and prepares them for the requirements of transition points including secondary school

Type of Homework

Homework should provide opportunities for retrieval practice and practicing knowledge and skills taught in the classroom.

Staple weekly tasks expected of all our children include :

- An expectation to read little and often – although progressively more as the child moves through school
- Times table practice
- A consolidation maths activity set to reflect current learning within the classroom
- A linked English task

Examples of weekly homework tasks might include:

- A quiz of at least 5 questions to promote retrieval of knowledge, with a more challenging optional question
- A list of spellings to be practiced (see Spelling policy), including two high frequency words and two topic words
- A task that links to an individual subject being taught
- An activity for practicing knowledge and understanding of punctuation and grammar

See Appendices for details.

Regular reading to and with parents/carers is vital. Our recommendation is that all children at our school should either read to their parents/carers or be read to frequently – ideally, daily. At Key Stage 2, personal reading should increase in duration to increase stamina and for children to access increasingly complex texts. As a minimum, we expect children to read to an adult or themselves for 20 minutes, three times a week. Help and guidance on what to read is available on our English Curriculum page on the school website.

If pupils from a year group are on a residential, or are preparing for a performance, other forms of homework may be set during that week. In some instances, it is better to set the children a half termly project task. When this happens, it is still expected that reading, times tables and spellings are maintained on a weekly basis.

Monitoring Homework

Class teachers and Teaching Assistants will ensure that homework is carefully planned as part of medium and short term planning. They will ensure the weekly homework is tracked and monitored. Class teachers are responsible for collecting homework for their own class. Homework is given to children in a homework folder, but a copy of this will be posted on Tapestry or Dojo. Teachers will check for written comments from parents and respond where appropriate. Based on common errors, teachers will respond with verbal feedback to the class, addressing these errors; this will be recorded on the following week's cover sheet so that parents know what has been taught in class. Teaching Assistants will support those children who make unexpected errors. Where pupils regularly complete homework to a good standard, then teachers will use the school reward system and issue Dojos in recognition of their efforts. Teachers will give reminders and discuss lack of homework with parents of children who repeatedly fail to submit work. This is also reported on our end of term Interim reports.

Homework of a high standard

We recognise that some pupils consistently hand in homework of a high standard. Staff will note in class records those pupils who hand in high-quality personal work. Children will be awarded at Top Copp Cards to reflect their effort. If a child receives 4 or more Top Copp cards in a half term, they will be rewarded with an extra break time.

Homework club

Children in Years 3-6 have the option to attend Homework Club on a Wednesday lunchtime. The club is voluntary and can be used by any child in Key Stage 2 wanting to finish off particular tasks. Children who do not hand in

their homework will be encouraged to attend Homework Club, however, it remains the choice of the child whether they attend. If a child does not hand in homework, nor attends the homework club, they will miss 5 minutes of golden time on Friday. Consecutive failures add on 5 minutes each week, but will re-set the week that the child hands in their homework (eg. Week 1 – no homework (lose 5 minutes of golden time; Week 2 – no homework (lose 10 minutes of golden time; Week 3 – hands in homework (full golden time); Week 4 – no homework (lose 5 minutes of golden time).

Special Needs

It is important that children with a special need do as much in common with other children in the class. However, there may be some occasions when it is more appropriate for students to do work which addresses their individual needs. Wherever possible, these should be linked to IEPs or EHCPs and should give plenty of opportunity for pupils to succeed.

Timetable of Homework

The precise amount of time spent on homework is much less important than the quality of tasks set and the way that they are planned.

Broad guidelines, however, on the amount of time pupils might reasonably be expected to spend on homework (excluding reading) are as follows :

Reception	approximately 30 minutes across the week
Years 1&2	approximately 1 hour of homework across the week
Years 3-4	approximately 1 ½ hours of homework across the week
Years 5-6	approximately 2 hours of homework across the week

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Homework set					All year groups
Hand in homework			All year groups		
KS2 voluntary homework club			All year groups		

Geccoes

There is the opportunity to complete homework and reading in Geccoes if your child attends these sessions. Staff will write in the children's reading record if homework has been completed.

The Role of Parent / Carers

The support of parents and carers is vital for this policy to be successfully implemented. In general it is our hope that parents will :

- Provide a reasonably peaceful, suitable place in which pupils can do their homework alone or with the help of an adult
- Make it clear to pupils that they value homework and support the school in explaining how it can help their learning
- Ensure homework is completed on time and if a task appears to be taking too long then stop sending a note via Dojo Messages to the class teacher to inform them
- Encourage pupils and praise them when they have completed homework
- Become actively involved in joint homework activities

- Go through homework with their child, encouraging the child to discuss their work, ticking correct answers, and dotting / crossing the incorrect ones. Note down areas the child struggled to grasp. Your child's class teacher will review the homework and write a comment about their achievement if needed.
- Parents are responsible for helping the children manage their homework and marking their homework together. It is also important they provide feedback to their children, and where necessary, to the class teacher through written means. Parents should respect the professional judgement of the teacher.
- Parents will communicate with staff if there are issues with the child and homework.

Review

This policy is reviewed by staff and governors every two years. Parents are most welcome to request copies of this document and comments are invited from anyone involved in the life of the school.

Appendix 1 (Infant Homework)

compassion understanding justice
aspirations curiosity resilience courage

Infant Homework Week Commencing: Monday 12th September 2022

FEEDBACK

This box will be used to show which common errors have been addressed



READING

Read to an adult for 10-15 minutes at least 3 times a week. Adults please note this in the Reading Record.



MATHS

We have be recapping place value this week.
Complete the place value questions on the back of this sheet.





SPELLING & GRAMMAR

Recap the Year 1 common exception words on Spelling Shed.
Play the games and practise spelling your word list.



SCIENCE

Go on a hunt around your house and garden. Find things that are living, dead or have never lived. Take photos of what you find or sketch some items.



AUTUMN 1 STEM CHALLENGE – Time to get creative!

For our Geography unit on the local area, I would like you to create a house/doctors surgery/post office/butchers/shop/fish & chip shop or building of your choice from where we live. You can collage this, draw this or even make these from recycled materials in your home. Why not use an old cereal box? You could paint it or cover it in paper.
We will be putting these together to make a village with all of our creations.
You have until **WEDNESDAY OCTOBER 19TH.** You may bring it in earlier if you wish.
Please speak to me if you require further information.

APPENDIX 2 (Junior Homework)

compassion understanding justice
aspirations curiosity resilience courage

Year 6 Homework 16th September 2022

FEEDBACK FROM LAST WEEK'S HOMEWORK

This box will be used to show which common errors have been addressed.

READING

Read regularly to yourself.
Read to an adult for 20 minutes at least once a week. Adults please note this in their reading record.

MATHS

Complete the 6 attached Rapid Reasoning questions – complete the questions on the sheet



Spelling and Grammar

Complete the adverbial phrases task – use the lined paper

Science

Find out 4 facts about how an animal of your choice has adapted to its environment.

RETRIEVAL QUESTIONS

1. List the planets in order from closest to the sun to furthest away.

2. Who developed the heliocentric theory?

3. In what type of orbit does do planets orbit the sun?
A) Elliptical B) Oval C) Circular

4. True of false – Venus is a rocky planet

5. How does gravity act on Earth and the moon?

Challenge (optional): Research a typical day on the International Space Station. Do your research first. Top Tip – British astronaut Tim Peake would be a good place to start.