



**Perry Wood**  
PRIMARY & NURSERY SCHOOL

## Homework Policy

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## Introduction

Homework is defined as any learning activity that pupils are asked to do outside of normal lesson time, either on their own or with support from parents and carers. At Perry Wood we believe that homework is an important part of the learning process for our children, and research has shown that it has a positive impact on learning and outcomes in the classroom.

## Aims

Through the setting of homework, we aim to:

- Extend children's learning and consolidate and reinforce their skills and understanding, particularly in English and Maths.
- Foster positive, effective partnerships between school, parents and other carers to pursue school aims, encouraging children to make the best use of the many learning resources available both at home and in the community, e.g. local libraries.
- Develop children's confidence and self-discipline so that they may study independently, thus preparing them for their secondary schooling and becoming lifelong learners.

## Homework Types and Formats

Throughout the school, children are given activities that promote on-going skills development with a focus on Maths and English. Examples of this might be multiplication tables, reading and so on.

Homework is mostly set via online platforms that can be accessed by children through various electronic devices at home and in school: phones, ipads and laptops. Seesaw is the school's main online learning platform where Flipped Learning tasks will be set. Freckle, Accelerated Reader and Myon platforms will be used to set English and Maths homework. The school will provide opportunities for children to access electronic devices where this may be a barrier to access homework.

## Flipped Learning

Flipped Learning forms part of the learning process in school. Children are set a weekly flipped learning task which is based around acquiring new knowledge so that the lesson itself

is not taken up by this. Children come to the lesson with this knowledge in order to carry out higher-order thinking skill in the lesson itself e.g. taking part in a debate, writing a letter, creating a presentation about the content. Flipped learning tasks are set from Reception to Year 6.

## Setting and Completing Homework

The school believes that homework makes a valuable contribution to a learner's development for reasons set out in our aims. However, we also believe that too much homework or work that is poorly matched to a child's needs, can have a profoundly damaging effect on motivation. The school encourages children to read daily and the table in the appendix outlines the number of tasks that are set in each year group. In general, children should not be expected to spend more than 20 minutes on each task set for them.

Despite these school expectations, some children may choose to exceed these limits. This can be an indication of enthusiasm to learn and is positive providing that the time spent is not excessive. Discussion between parents, teachers and pupils will help to set individual guide lines where needed. Suggestions for how to further develop the children's learning are explained in the 'Explore with your family' handout sent home during topics. A Knowledge Bank will also share key vocabulary with parents and knowledge that children should be able to retrieve.

Children should always be encouraged to complete homework as soon as it is set: in this way if they find part of it confusing or challenging there is still time to ask the teacher for help before the homework is due to be handed in.

Getting the balance of parental support right for homework is a difficult one, and there are no rigid rules. The ultimate aim is independent work. However, school would want to encourage parents to take an interest whilst at the same time allowing the work to be that of the child. If parents have concerns over homework that is being set, the school strongly advises that parents raise concerns early with their child's class teacher.

## Communication

Appropriate opportunities are taken to communicate the policy to parents so that we achieve our aims.

Teachers will send home 'Explore with your family' guidance for topics as well as Knowledge Banks. These outlines the content to be covered and how parents may want to prepare children for this learning. They will give parents an indication of the knowledge and skills that their children should be able to do.

All homework will be set by the school on a Friday and be due for completion for the following Friday. Teachers will communicate to parents that the homework has been set and when the deadline for this is.

## Monitoring and Feedback

Teachers endeavor to acknowledge homework promptly. This may not always happen through written comments from the teacher: sometimes work will be discussed in lessons or teachers may give individual verbal feedback.

Where homework is not completed, teachers discuss this matter with children quietly, seeking to understand the underlying reasons. Parents may also be contacted for a more in-depth discussion.

## Appendix:

Daily reading will be expected to happen throughout the school year. Children will be expected to read through school holidays and will be provided with a book for this time.

Homework will not be set:

- During the first week of the Autumn, Spring and Summer term to allow for children to settle into their new learning;
- During the last week of Autumn and Spring term to allow for Christmas and Easter events;
- During the last two weeks of the Summer term to allow for End of Year events.

The following table details the school expectations in each year group:

Year Group	Weekly English	Weekly Maths	Weekly Flipped Learning	Weekly Parent Communication/ Updates	Half termly Parent Communication/ Updates	Optional Half Termly Primary Passport tasks
<b>Reception</b>	Daily reading (hard copy of book or MyON)	1 maths task	N/A	Weekly notification post on Seesaw to explain what next week's learning will be as well as any optional study to prepare.	Explore with your family leaflets and Knowledge Banks will be shared for each topic.	Half term/holiday task – set on Seesaw
<b>Year 1</b>	Daily reading (hard copy of book or MyON)	1 maths task (including Freckle)	1 task set on SeeSaw	Weekly notification post on Seesaw to explain what next week's learning will be as well as any optional study to prepare.	Explore with your family leaflets and Knowledge Banks will be shared for each topic.	Half term/holiday task – set on Seesaw
<b>Years 2 to 4</b>	Daily reading (hard copy of book or MyON) and/or AR Quiz	1 Freckle task	1 task set on SeeSaw	Weekly notification post on Seesaw to explain what next week's learning will be as well as any optional study to prepare.	Explore with your family leaflets and Knowledge Banks will be shared for each topic.	Half term/holiday task – set on Seesaw
<b>Year 5 &amp; 6</b>	Daily MyON or hard book reading and/or AR Quiz  1 focus area in Spelling, Grammar and Punctuation	1 Freckle task  1 focus area in Maths	1 task set on SeeSaw	Weekly notification post on Seesaw to explain what next week's learning will be as well as any optional study to prepare.	Explore with your family leaflets and Knowledge Banks will be shared for each topic.	Half term/holiday task – set on Seesaw