



Homework Policy

Vision Statement

Our Ospringe School family's Christian Ethos of Nurture-Grow-Succeed is underpinned by Jesus' Parable of the Mustard Seed. We nurture a joyful, family-centred community where all feel rooted, valued and inspired. Through play and exploration, we foster curiosity, confidence and a lifelong love of learning. Our strong, effective curriculum embraces the richness of Faversham and the wider world. We empower our children to become stewards of creation and be vocal advocates for themselves and others. We create a safe, warm, inclusive nest in our nurturing branches, where children grow in kindness, resilience and wonder ready to flourish as compassionate individuals.



Our Christian Values

Compassion
Forgiveness
Equality
Honesty
Perseverance
Courage

Policy Review

Last Review	Approved by GB	Next Review Due
September 2026	September 2026	September 2027

Introduction

At Ospringe CE Primary School, we believe that all children should be nurtured, both in and out of school, to ensure they are able to make progress across all areas of the curriculum. To ensure all our children can succeed, we believe that consolidating learning through homework tasks, can play an important role.

This policy will be reviewed regularly, to ensure it is relevant in serving the interests of children, families and our staff.

Policy for Homework/Homework Guidance

At Ospringe Primary School teaching staff recognise that children who have spent a busy structured day at school need time to relax and unwind at the end of the afternoon and have an opportunity to play.

We are also mindful of the need to encourage children to pursue out-of-school activities, e.g. swimming, dance, Beavers, Brownies, music lessons etc.

We believe that homework activities should be set but should not promote resentment, friction and conflict.

Homework should be used to effectively consolidate and/or extend what is learned in school.

Homework arrangements should be worthwhile and manageable for everyone, as well as educationally beneficial and purposeful. It should also be noted that not all homework needs to be formally marked. There are many different ways of providing feedback other than through written comments.

Aims and Objectives

- To nurture and develop an effective partnership between school and home.
- To consolidate and re-enforce key learning, particularly in English and Mathematics, to ensure children achieve greater success across the curriculum.
- To value the home as a means of supporting learning of all kinds.
- To extend school learning, for example, through additional reading at home.
- Provide opportunities for parents and children to work together to enjoy learning experiences.
- To encourage and nurture our children to become motivated and independent learners.
- To encourage pupils, as they progress, to develop the confidence and self-discipline needed to study on their own and prepare them for the requirements of secondary transfer.
- To enhance children's long- term working memory through repetition of key skills and learning.



Throughout the school all parents are asked to:

- Read to and with the children on a regular basis, to support their child's education.
- To discuss books that children are reading, by asking a variety of questions to develop the child's understanding, engagement and love of reading.
- Support their child, where necessary, in completing their homework tasks.
- Help the children learn, memorise and apply basic number facts that will support their ability to grasp connected concepts within their learning of mathematics.

Role of the Parent/ Carer

The parent/carer is expected to support and encourage the child by giving time and a home environment in which homework can be done. The class teacher will, as far as possible, ensure that the child is clear about what they are expected to do at home, so that KS2 children in particular, are able to communicate this to the parent/carer. It is hoped that this will encourage the children to develop a sense of responsibility. Children benefit enormously from being able to discuss what they have done with their parents. This is not to suggest that the parent should spend time altering or correcting the child's work but rather discuss it and support their child where necessary. Constructive comments enable the child to develop a better understanding of the work and reinforce what is taught in school.

Reading is a crucial aspect of school work and needs to be encouraged at all times. A child who reads widely and with enthusiasm is often able to translate this into written work across all other areas of the curriculum. During the school day, it is not always possible for an adult to hear each child read and therefore home reading is paramount in supporting the children's fluency and comprehension skills. It is most important, therefore, for a parent to try to hear their child read as often as possible, to discuss the plot and characterisation and ask the child questions about what has been read. Not only will this support reading progress, but by making reading a shared experience, it is hoped that children develop a greater interest and become more passionate readers.

Younger children need to be heard on a regular daily basis, older children may however be expected to read independently and silently to themselves on occasion. Any reading done at home should be documented in our termly reading records. Both parents and teachers should sign the reading records each week to ensure children's reading is monitored and regular reading is commended.



Weekly Homework Expectations

The main aim of homework at Ospringe is to embed key skills in both maths and English. Children to be confident and secure with the basic skills to ensure they have the fundamental building blocks before introducing more complex concepts. Through regular practice and repetition, our children will confidently apply these skills, supporting their ability to grasp new learning. Therefore, our homework tasks provide consistent opportunities for children to practise, develop and secure these skills.

Year Group	Tasks
Reception and Year 1	Practical Learning Children in reception and year 1 will be set practical tasks linked to their weekly learning in school. These will be talk-based activities, where children are required to complete hands-on learning experiences with the support of their parent or caregiver. The focus for these tasks will be ‘talk and discussion’, encouraging children to verbalise their learning throughout the week and apply what they have learnt. Children will also be given access to Numbots to practise their number facts. Letter and number formation sheets will also be sent home.
Years 2, 3, 4, 5 and 6	<u>Maths</u> TT Rockstars Children are expected to practise their multiplication facts on a regular basis. Teachers will set specific times tables to be focusing on each week to ensure children develop a secure recall of these key skills. Numbots Children can use Numbots to practice their number facts (addition and subtraction). As they work their way through this program, the questions become more challenging. <u>English</u> Reading Children are expected to read at home on a regular basis and to an adult where possible. This should be paired with discussion around the text and active conversation to enhance comprehension. Any reading completed at home should be recorded in children’s reading records and signed by a parent or caregiver. Spelling Shed Children will be set weekly spelling lists to practise on Spelling Shed. These will incorporate key sounds, spelling rules and exceptions through a range of interactive learning games and activities.
Years 4,5 and 6 only	Optional homework will be set in Maths and English on a weekly basis.

Assessment, Monitoring and Review

The Leadership Team takes responsibility for assessment, monitoring and review of homework provision throughout the school.

Children will be asked to complete and return all pieces of homework (if set) on time.

Special Educational Needs

Homework for pupils with special educational needs will reflect their different needs and abilities. Class teachers need to ensure that homework for these identified children where appropriate:

- . is differentiated for and appropriate to the individual needs of the child
- . is varied
- . has a clear focus and manageable timetable.