



High Aspirations, Moral Strength, Spiritual Depth

At Andrews' Endowed CE Primary School, we nurture each child and value their uniqueness. We are a fully inclusive church school deeply committed to the pupils, parents and community we serve.

Through a broad and challenging curriculum, we encourage our children to become deep thinkers, resilient learners and compassionate, responsible citizens.

Our children leave Andrews' Endowed as aspirational, articulate and empowered life-long learners; equipped with the moral strength and spiritual depth they need to make their world a better place.

Our Christian values of Love, Courage and Respect underpin all that we do.

Introduction

We believe that homework can play an important part in the education of children and helps to consolidate skills introduced in school as well as allowing children to investigate further an aspect of their learning that they have shown particular interest in. Most of our parents and carers are in favour of their children having some homework to support their learning in school. We also recognise that homework is a voluntary activity and in order for it to work we rely on parental support.

We accept fully that some parents and carers may not be able to spend as much time with each child on homework tasks as we suggest. Such time as may be given is much appreciated but is completely at parental discretion.

Our homework policy recognises that family life comes before homework and families have different lifestyles. Children having evening or weekend activities and time to relax is also important for the wellbeing of the child. The homework we set is intended to help each child's education but not at the expense of family life.

What is the rationale behind our arrangements for homework?

In providing homework for our pupils, we aim to meet the following goals:

- To support, enrich and extend the learning children experience in their classrooms
- To enable children to practise and rehearse key skills
- To provide structured opportunities for children to share their learning with parents or carers
- To enable children, as they progress through the school, to take increasing responsibility for their homework, helping them to develop good learning habits in readiness for the next phase of their learning at Secondary School and beyond

How is homework organised?

At the beginning of each academic year, class teachers offer parents and carers the opportunity to come to a Welcome Meeting at which homework expectations and arrangements for that year are discussed.

The amount of homework set, and the expectations for completion and return of homework tasks, increases gradually as a child moves through the school. Our homework arrangements for the current academic year are set out in Appendix 1.



Activities which are set as homework are very carefully chosen. Teachers ensure that wherever possible, the activities link directly to learning in the classroom. Not all activities need differentiation, but this is used where needed so that tasks accurately match specific children's needs – this may mean some children in the class being set easier, and some being set harder work than their peers.

Children who are attending booster or extension groups may be set homework by the members of staff leading those groups in addition to, or instead of their class homework. This is to enable the children to make the best use of the small group attention they are receiving and to help them to consolidate and rehearse the skills and strategies they have been using in the group.

Wherever possible, teachers try to post homework on Google Classroom, or Tapestry for our Acorns learners on designated days, and have set days to have the homework handed back, setting routines which are straightforward for families to follow.

Class teachers are always happy to talk with parents or carers about any problems with homework. Queries relating to homework can be resolved quickly as a private message on Google Classroom or Tapestry. Teaching staff can also be contacted via schoolsupport@aepri.co.uk.

Teachers will give children appropriate feedback about their homework, and ensure that it receives appropriate attention and acknowledgement. This may take a variety of forms, including celebrating homework by displaying it in the classroom, children presenting their homework to the rest of the class, giving oral feedback, children marking their own or each other's work as well as more conventional marking shown in the private comments on Google Classroom and Tapestry.

Other resources to help children learn at home

We have a number of subscriptions that our children can use at home:

Our Maths programme 'Mathletics',

Times Tables Rockstars

Our handwriting programme Letterjoin.

EPlatform - This is our new online library, linked with SLS (Hampshire school library service).

Each family is provided with children's logins for these sites when the child joins the school. If logins are lost or forgotten, please let us know and we will reissue them to you.

Other sources of help for supporting children's learning at home

There are a number of useful documents about helping children of different ages with homework on the Archived section of the Department for Education website. Links to the download pages for these documents are included here:

[Working Together](#) is aimed at parents and carers with children aged 5+

[Getting into Homework](#) is aimed at parents and carers with children aged between 8 and 13

[Coaching your Teenager](#) is aimed at parents and carers with teenagers

If you would like to see a hard copy of any of these documents, please ask at the office.



APPENDIX 1 – HOMEWORK ARRANGEMENTS IN KS1

Year Group	Homework set	How often set
Acorns (EY)	Number work and Phonics work suggestions, Reading books regularly with an adult at home Topic Project	Weekly 15 mins daily reading Half termly 30 mins
Year 1	Alternates between literacy/numeracy: eg Numeracy task or game, or Writing Spellings Reading regularly with an adult at home (at least 5 times a week for 15 mins)	Weekly or Fortnightly dependent on the task 30 mins for the homework task
Year 2	Two tasks to complete: one numeracy and one either literacy or topic based. Tasks range from writing, research, art, numeracy activity or worksheets. Spellings Reading regularly with an adult at home (at least 5 times a week for 15 mins)	Weekly 30 mins for the homework task

HOMEWORK ARRANGEMENTS IN KS2

Year Group	Homework set	How often set Duration
Year 3	Literacy/Topic or Mathematics Reading regularly with an adult at home (at least 4 times a week for 15 mins) Spellings (5x spellings and sentences) Times tables	Weekly 40 minutes for the homework task
Year 4	Literacy/Topic and Mathematics Reading regularly with an adult at home (at least 3 times a week for 15 mins) Spellings Times tables	Weekly 45 minutes for the homework tasks
Year 5	Literacy/Topic – one task Mathematics –one task Spellings Times tables Reading regularly, sometimes independently and sometimes to an adult to rehearse performance skills and have opportunities to discuss plot and character	Weekly 1 hr to 1 hr 30 mins for the homework tasks



Year 6	Literacy – one task Mathematics and Mathletics – one task Topic /Other – one task Spellings Times tables Reading regularly, mostly independently but sometimes to an adult, to rehearse performance skills and have opportunities to discuss plot and character. Reading Lists are available to encourage children to read a variety of authors and genres.	Weekly 1 hr 30 mins for the homework tasks
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Control Box

Version	2	Date/Effective from	Summer 2021
Author	Gemma Gundry	Review Date	Summer 2024
		Responsibility	Headteacher

Associated Policies, Documents, Agencies:

- Equalities Policy
- EYFS Policy
- Curriculum Policy
- Home/School Agreements