



Charlwood Village Primary School

Homework Policy

Policy Name	Charging & Remissions Policy 2023-2024
Policy Owner	School Business Manager (SBM)
Governing Body or Working Group Approval	Full Governing Body
Last Reviewed	July 2024
Next Review Date	July 2026
Status and Review	Recommended and every 2 years
Policy Source	

Statement of Intent



At Charlwood Village Primary School, we believe that homework is an important tool for:

- Supporting pupils with what they have learnt in class.
- Embedding pupil knowledge and skills.
- Developing study skills.
- Encouraging further education and learning beyond the classroom.
- Preparing for secondary school and beyond.

Homework should at times provide challenge, but this should also come with enjoyment and a sense of achievement. Homework is a tool used to support the progression and development of the pupil.

Please see below for the homework expectations from Wren Class in reception to Red Kite Class before pupils leave for Secondary School. The model below shows a gradual progression for homework as the pupil travels through each year group.

Wren Class

Subject/Area of Homework	How much time should I spending on this homework?	How often will my child focus on the homework?	Will I get feedback from the homework?	Further Information
Reading	5–10 minutes	5x per week	At Parents Evenings	
Phonics	5 minutes	5x per week	At Parents Evenings	Letter sounds and High Frequency Words
Spellings	Summer Term only 5-10 minutes	1x per week	Yes	Common Exception Words ~ read and then spell.
Maths	10 minutes	1x per half-term	Yes	Related to maths topic.

Owl Class

Subject/Area of Homework	How much time should I spending on this homework?	How often will my child focus on the homework?	Will I get feedback from the homework?	Further Information
Reading	10-15 minutes	5x per week	At Parents Evenings	
Phonics	5 minutes	5x per week	At Parents Evenings	Letter sounds and High Frequency Words. Applies to all Y1 pupils and Y2 pupil who did not pass the Phonic Screening Check
Spellings	5-10 minutes	1x per week	Yes ~ Spelling Test Results	Common Exception Words ~ 6 words per week.
Maths	10-15 minutes	1x per week	Yes	Reinforcement of maths topic.

Woodpecker Class

Subject/Area of Homework	How much time should I spending on this homework?	How often will my child focus on the homework?	Will I get feedback from the homework?	Further Information
Reading	20 minutes	5x per week	At Parents Evenings	
Spellings	5-10 minutes	1x per week	Yes ~ Spelling Test Results	Y3 and Y4 High Frequency Words (5-10 words each week)
Maths	10-15 minutes	5x per week	Yes	Times Table Rockstars
Maths	10-15 minutes	1x per week	Yes	Reinforcement of maths topic.

Red Kite Class

Subject/Area of Homework	How much time should I spending on this homework?	How often will my child focus on the homework?	Will I get feedback from the homework?	Further Information
Reading	20-30 minutes	5x per week	At Parents Evenings	
Spellings	5-10 minutes	2/3x per week	Yes ~ Spelling Test Results	Y5 and Y6 High Frequency Words (10 words each week)
Maths	10-15 minutes	2-3x per week	Yes	Times Table Rockstars
Maths	30 minutes	1x per week	Yes	Reinforcement of maths concepts.

Topic Homework

Pupils in Woodpecker and Red Kite will receive a topic-based homework menu each term. They will be expected to complete at least one task from the menu each week. Tasks will be scaled through three levels, in relation to the challenge they provide. Each pupil will receive clear, individualised expectations from their teacher to indicate the number of tasks from each level they should complete.

Homework menus provide pupils the opportunity to delve further into their termly topic, reinforcing and strengthening understanding across a multitude of subjects. Example tasks include creating board games and word searches to conducting interviews and delivering presentations .

At the end of each term, pupils will participate in a class museum enabling them to showcase the fantastic homework they have completed. Parents and classes across the school will be invited to visit class museums and talk to pupils about their work.

Top Tips for Homework

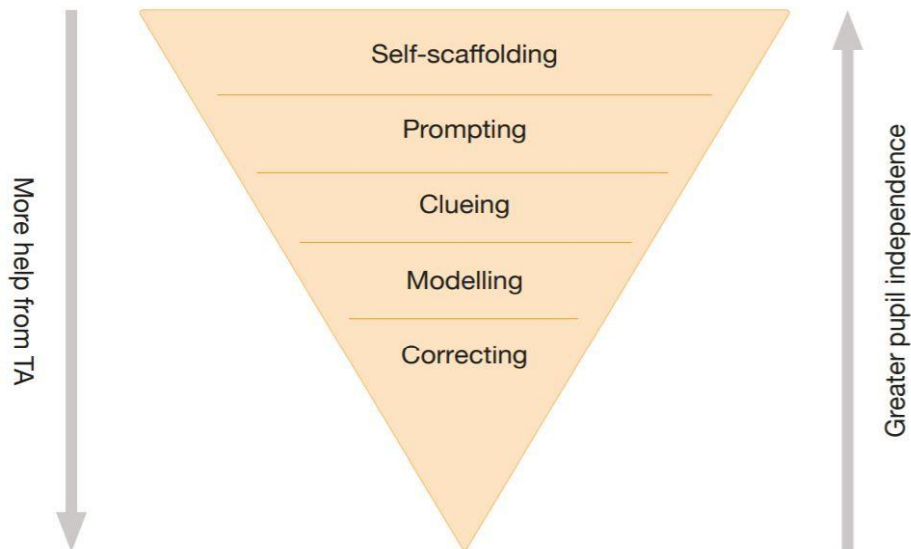
- Plan ahead for when it is the best time to complete homework ~ don't leave it until the last minute.
- Turn the television, radio and devices off, so that your child isn't distracted.
- If support is needed at all, then make sure that this is scaffolded support. Parents should not be completing homework for the pupil ~ this give a false picture to the class picture.
- Don't be worried about asking us about the homework, we are only too happy to answer questions ~ it may have been a while since you learnt about a particular concept, we understand that!

- Praise the effort that your child puts in ~ leave it to us to tackle the parts they haven't understood yet.

Ultimately, the aim is for your pupil to become more independent, so that they are fully prepared for the future. Providing a high level of support will decrease independence.

Please see table below.

Developing Pupil Independence



Self-Scaffolding ~ Adult observes that the pupil is working independently and does not intervene.

Prompting ~ Adult uses wait time (10 secs) to see if the pupil can get started, asks a prompt question, such as 'Can you remember what you need to do first?'

Clueing ~ Adult uses a statement. 'The ruler will help you', or a question, 'How could the ruler help you?', to give one piece of information at a time to support accessing the task. Several clues may be needed.

Modelling ~ Adult demonstrates the next step the child needs to complete and then asks the child to take this step. 'I am using the word-bank to find a word to help me describe my character...'

Correcting ~ Adult provides answers and requires no independent thinking. Occasionally it is appropriate to do this, however, adults should always aim instead to model and encourage pupils to apply new skills or knowledge first.