

The Weald Federation

Of Five Ashes, Frant, Mark Cross and Mayfield Church of England Primary Schools



**With God's love we grow and learn
together**

To be an inspirational place of learning. Together, with our community, we strive for excellence
enabling every child to flourish.

Through our Christian ethos, we aim to empower our pupils to become independent, reflective
learners able to contribute to our ever-changing and diverse world.

Home Work Policy

Mayfield CE Primary School

Led by:	Emily Ramsay (HoS)
Date implemented:	March 2025
Date for next review:	March 2027
Agreed By:	Jo Warren (EHT)
ESCC policy / School	School

- 1.1 Homework is anything that children do outside of the normal school day that contributes to their learning, in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents/carers to support the children's learning.

2 Rationale for Homework

- 2.1 Whilst there is no definitive requirement for homework, as a school we feel that it plays an important role in giving children the opportunity to practise key skills on a regular basis. It also provides an opportunity for children to share with parents what they have been learning in class. Higher up the school it helps to develop responsibility and independent learning in preparation for transition to KS3.
- 2.2 We believe that homework plays a positive role in raising a child's level of attainment, whilst at the same time acknowledging the important role of play and free time in a child's growth and development. Homework is important but should not prevent children from taking part in various out-of-school clubs and events or impact negatively on their mental health and wellbeing.

3 Aims and Objectives

- 3.1 The aims and objectives of homework are:
- to consolidate the learning done in school, and to allow children to practise skills taught in lessons;
 - to support pupils' academic progress;
 - to foster positive learning behaviours;
 - to help pupils develop the skills of an independent learner;
 - to promote cooperation between home and school in supporting learning;

4 Homework Expectations

- 4.1 Homework is set by the class teacher using Google Classroom which pupils' access by using their individual log in details. In Reception, children will have a homework book to practise their fine motor skills.
- 4.2 Homework enhances and consolidates children's curriculum experiences. It is planned and prepared each week by the class teacher and handed out on Fridays. Children's work should be handed in by Wednesday of the following week.

Homework Expectations for Each Year Group

NB: You may wish to practise key skills such as phonics, spelling and number/times table facts on a more regular basis. Practise in short, regular sessions can be effective for developing children's fluency.

Reception	Daily reading (10 minutes) Phonics (4x 5 mins per week) Pencil control, letter and number formation (1x week) Show and tell (following weekly class rota)
Year 1	Daily reading (10-15 mins) Phonic/spelling task (1x week) Number facts (1x week)

Year 2	Daily reading (15 minutes) Phonic/spelling task (1x week) Number facts (1x week)
Years 3, 4 and 5	Daily reading (15 minutes +) English task (1x week – 15 minutes) Times tables task (1x weekly task – 15 mins) Learning Journey task (30 minutes)
Year 6	As year 3, 4 and 5 Preparation for KS2 Tests and transition to secondary school
CHRISTIAN VALUES The first homework of each term (Y1-6) will be to explore the new value. Work will be displayed in classrooms and in the hall.	
SEASONAL TASKS Occasional seasonal tasks may replace a weekly activity.	
HOLIDAY HOMEWORK During the holidays, the focus will be on reading and practising number facts or times tables. Over the Easter break, Year 6 will be given tasks/tests to prepare for their national tests in May. Year 1 will be given phonic tasks to prepare for the national phonic screening test in June. Year 4 will be given times table tasks to prepare for the end of Year 4 Multiplication Tables Check.	

Individual class teachers will provide you with greater detail and guidance on a regular basis.

- 4.3 Homework completed on time and well is acknowledged and praised. Any issues, arising from the work set, will be followed up by the teacher in lesson time.
- 4.4 We recognise that children have individual learning styles, which means that some tasks can be completed in several different ways, while others demand a particular approach.
- 4.5 When children do not complete homework tasks, the class teacher will remind pupils of their responsibility to practise their skills and speak to their parent(s). There may be occasions when the class teacher provides the child with time during the school day to complete their homework tasks.
- 5. Inclusion and Homework**
- 5.1 We set homework for all children as a normal part of school life. We ensure that all tasks given are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way. We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings.
- 5.2 Where a teacher feels that a child needs support with a specific skill or element of the curriculum, they may approach the parent to discuss the best ways to support the child at home. Structured conversations with the Inclusion Lead and SENDCo may also establish an individualised program of tasks.

- 5.2 Families who do not have the technology to access to Google Classroom at home should let the class teacher know and an alternative way of giving and recording homework can be agreed.

6. The Role of Parents and Carers

- 6.1 Parents and carers have a vital role to play in their child's education, and homework is an important part of this process. We ask parents and carers to encourage their child to complete the homework tasks that are set and, when necessary, can write comments about how their child approached them. We invite parents to help their children as and when they feel it to be necessary and to provide them with a supportive environment that allows children to do their best. Parents and carers can support their child by providing a good working space at home and by discussing the work that their child is doing.
- 6.2 If parents and carers have any questions about homework, they should, in the first instance, contact the child's class teacher. If the class teacher is unable to answer their questions, they should speak to the Head of School. The Complaints Policy should be followed if required.
- 6.3 In the Early Years Foundation Stage (EYFS) children's progress is recorded using Tapestry. When joining the school, parents are given log-in details so that they can view the progress that their child is making and contribute observations and achievements to the profile.

7 Use of Online Material

- 7.1 The Internet provides a wealth of reference material at home. However, our teachers expect pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. The children should not merely download and print out something that has been written by somebody else.
- 7.2 There are many websites containing highly educational material which can have a powerful effect on children's learning. A selection of suitable websites are indicated by class teachers on the class and curriculum pages of our school website. Parents and carers are advised always to supervise their child's access to the Internet to ensure that they are safe online. Suitable websites are indicated by class teachers on the class pages of our school website.

Our school currently subscribes to Times Table Rock Stars for KS2 pupils and Numbots for KS1 pupils. Parents and carers have been provided with a log in to all of these sites as appropriate.

8 Monitoring and Review

- 8.1 This policy will be reviewed in March 2027, or earlier if necessary.