Gunthorpe Church of England Primary School

Homework Policy

Policy reviewed: May 2025

This policy outlines the expectations for homework across the school, detailing what each class can expect. This policy has been updated in consultation with the children, parents and carers of Gunthorpe. For any homework policy to be 100% successful it must have the support of parents and consistent application from school.

1. The purpose of Homework

As a child progresses through primary school, homework has some or all of the following purposes depending on the age of the child and format of the homework.

- It consolidates and reinforces the skills and understanding learnt in school. Embedding this knowledge at home, supports retrieval and increased fluency.
- It can extend school based learning.
- It fosters the partnership between the school and parents in achieving the aims of the school for the benefit of the child.

2. Aims and Responsibilities

• Give children further practice of the skills and concepts learnt during the school day.
• Extend and support the learning experiences in school via reinforcement and revision.
• Enable parents to share in their child's education in partnership with the school.
• Provide progression towards independence and individual responsibility in upper key stage 2 to prepare the children for transfer to secondary School.
• Ensure consistency of approach throughout the school.

The school, parents and pupils each have responsibilities regarding homework. These are as follows:

School is responsible for setting and monitoring homework appropriate to the child's age and ability.
Parents are responsible for providing their child with time, space, encouragement and support with any homework they have.
Pupils are responsible for undertaking any homework set and submitting it on time.

When setting homework, teachers will be mindful of reasonable time expectations and will distribute the homework across the days and week accordingly. Where the homework involves learning spellings and/or times tables, the checking of this may take the form of a test set on a specific day of the week. Parents will be notified which day the test will be administered, usually in the class newsletter.

3. How Homework is arranged

Infant 1	Daily reading of ditties and their school reading book (when appropriate). In the summer term, key words to learn to read and spell.
Infant 2	Weekly spellings for both Year 1 and 2. Reading 4 times per week (reading diary checked by an adult in school, parents to sign). Homework spread over the half term in the form of an activity grid linked to topic. Children select a 'project' and will have up to 5 weeks to complete. In the summer term, Year 2 have access to TTRockstars for 2/5/10 times table.
Junior 1	Reading 10-20 mins to an adult , 3 times per week (reading diary checked by an adult in school, parents to sign). Complete online Mathletics activities linking to in-class learning. Weekly reading comprehension activity. Regular us of TT Rockstars. Bi-weekly spellings.
Junior 2	Regular reading 20-30 mins at least 3 times per week, one of which should be to an adult (planner checked by an adult in school, parents to sign). Complete online Mathletics activities linking to in-class learning. Weekly reading comprehension activity. Regular us of TT Rockstars. Bi-weekly spellings. SATs preparation and revision (Jan-May) for Year 6.

Mathletics and TT Rockstars are on-line, password protected resources which the school buys into for children to use at home. There is an expectation that parents will monitor children and support this with time and access to the internet. Where this proves difficult, parents should inform the teacher who will make arrangements for work to be conducted during lunch breaks or send alternative paper-based activities home.

4. Support with spelling

Short spelling lists, appropriate to the child's level will be set weekly in Infant 2 and bi-weekly in Key Stage 2.

In Infant 2 spelling lists are based on the sounds learnt in phonics that week and will also contain 'red' words that are not phonetically plausible. In addition, there will be 'green' words, which the teacher has identified as words the year group often spells incorrectly.

In Juniors, their spellings usually involve one or more letter strings (words which have similarities, eg could, would, should). Spellings follow the National Curriculum expectations for spelling of each year group. Again, there will be additional 'red' and 'green' words.

The important aspect when learning spellings is the method of learning. In school, we follow the procedure:

LOOK, SAY, COVER, WRITE, CHECK

The above is about developing a clear learning strategy for all new words. The child *looks* at the word, *says* it aloud, then *covers* it up and attempts to *write* it correctly. A *check* is then made to see if it is correct. The process can be repeated until the word is embedded.

Often children can benefit from highlighting specific common phonemes (sounds) in words, to help with retrieval.

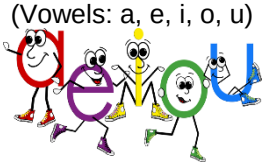
We encourage children to learn words using a range of strategies – these can be found in the Appendix.

5. Holiday Homework

As a class, Key Stage or whole school, we have occasional, 'holiday homework'. These could be fun reading challenges, time tables battles or other work linked to events in school. Holiday homework is optional.

Appendix

Spelling Strategies

Easy as ABC… Write all your words in alphabetical (ABC) order. 	**Part of a whole…** Write your words into different syllables using different colours! Run**ning** Festi**val** **Brown**	**On the other hand..** Use the hand you **don't usually write with** to practise your spellings! 	**In the spotlight…** Write the consonants in one colour, vowels in the other. (Vowels: a, e, i, o, u) 
Like an Egyptian… Write your word in a p py pyr pyra pyram pyrami pyramid	**Your money or…** "Write" words using a newspaper or magiazine to cut them out..like a ransom note! 	**Come rain or shine…** Write each letter of the word in a different colour to create a rainbow! 	**Let's be silly…** Write a sentence which uses **all** of your words in it! 
Tell me a story… Draw a small picture showing your word, then write a sentence about it! 	**Blowing bubbles…** Write all your words in bubble writing! 	**20 Questions…** Use half your spellings to write a question...then use the other half to answer them! 	**Rhyme Time…** Write three words which rhyme with each spelling word. 

Bond, James Bond…	**Synonym/Antonym**	**That's backwards…**	**You're a joker…**
Create a code. Write your words in the code. Can someone else crack them? e.g. a = ▫ b = ♦ c = ♠	Synonym - means the same Antonym - the opposite Write one of each for each of your words! 	Write your spelling words backwards! 	Write each word into a joke! Test them out on someone nearby… 