



HOMEWORK POLICY

PRESTON MANOR SCHOOL

An All-Through School

Governors' Committee Responsible: Curriculum and Teaching	
Statutory Provision: Non-Statutory	
Policy Author: Celine Donne	Review Period: 2 Years
Date reviewed: June 2025	Next Review: June 2027

Preston Manor Lower School

Rationale

At Preston Manor Lower School, we believe Home Learning consolidates and reinforces skills, understanding and knowledge in all curriculum areas, helps raise achievement of individual pupils, provides opportunities for families and children to overcome challenges and reach goals together, and thereby fostering an effective partnership between home and school.

At Preston Manor School, we value the support of families and carers and believe this policy will allow that partnership to grow from strength to strength.

We recognise that learning takes many forms, both in children's school and home environments. This policy endeavours to reflect the balance of family time to allow learning to be consolidated at home, whilst still allowing for leisure time.

Aims

Through this policy we aim to:

- Raise achievement through consolidating learning Provide opportunities for pupils to extend their own learning, beyond the classroom Practice basic skills and knowledge in Numeracy, Reading and Writing
- Encourage pupils to become responsible, independent and confident learners Develop partnership between pupils, families and school to support achievement
- Ensure families, pupils and the school are clear of their expectations
- Develop a consistent approach throughout the Lower School Prepare children for the next Key Stage of their learning

Role of Pupils

Listen carefully in class to make sure learning is understood and ask questions for further clarity

- Attempt all Home Learning to the best of their ability
- Complete Home Learning and hand it in on time
- Communicate with Class Teachers if there are concerns or questions about the learning

Role of Families/Carers

- Clearly demonstrate to children how Home Learning is valued in the home environment and explain how it can help their learning
- Provide a reasonably, peaceful, suitable place where children can complete their learning, either independently or with an adult.
- Establish a routine to complete learning at home, preferably a little time every day, rather than an extended period once or twice a week
- Go through the learning before their child starts it to check understanding and discuss work when it is finished
- Praise and encourage children when they take pride in their Home Learning.
- Support children in completing their learning
- Communicate with class teachers regarding queries over Home Learning
- Ensure children have completed learning on time and it is submitted

Role of Class Teachers

- Plan purposeful Home Learning opportunities into their curriculum
- Ensure Home Learning meets the needs of each pupil
- Explain or model the Home Learning clearly to pupils
- Monitor Home Learning

Role of the Lower School Leadership Team

- To monitor and evaluate the effectiveness of this policy on pupil progress.
- Ensure Home Learning is built into the planning and assessment cycle
- Provide supportive guidance for families/carers

Please Note

There are various strategies used for assessment, such as peer and self-assessment. There may be times when a Home Learning task is used to practise knowledge in a task that will be marked in class. Work will be assessed by teachers on a Tuesday, however, if Home Learning is handed in late then we cannot guarantee that the teacher will have time to assess that piece. If students persistently hand in Home Learning late, or not at all, then they will have to complete the work in their lunchtimes and a meeting with parents will be arranged.

Open Home Learning will not be set on a weekly basis. It will depend on when it is planned into the Curriculum.

Tuesday	<ul style="list-style-type: none"> • Home Learning due in 	<ul style="list-style-type: none"> • Spelling Test in Class
Thursday	<ul style="list-style-type: none"> • English and Maths Home Learning Tasks are set and handed out 	<ul style="list-style-type: none"> • Spelling Test in Class
Everyday	<ul style="list-style-type: none"> • Reading 	<ul style="list-style-type: none"> • Families/carers to record with comments in Reading Diaries
School Holidays	<ul style="list-style-type: none"> • Open Home Learning during the school holidays 	

- Home Learning will be set on these days **throughout** KS1 and KS2. The amount and the type of learning will become more complex as children move into Upper KS2.
- Home Learning will be **due on Tuesday AFTER it is set**. Home Learning is always handed out on Thursdays.
- Open Home Learning will not be set on a weekly basis. It will depend on when it is planned into the Curriculum.

Open Home Learning

This refers to a task that is set where the learning, achievement and results can be endless!

Classes may be given stimulus during holiday periods. This stimulus can be an object, story, phrase, idea, character, project etc.

Pupils will be given an open task, which they can interpret in their own way.

E.G. Stimulus: London 2012 Olympic torch

Open task: Represent your knowledge of the London 2012 Olympic torch.

For this example, pupils can:

- Write a story of the history of the Olympic torch
- Make a 3D model of a torch to show its design features.
- Create a map of the torch's route through Great Britain
- Write a newspaper report interviewing one of the torch bearers
- Create a slideshow of images from the torch's route using sound and text also.

All of these would meet the task's Learning Objective and each child would have something different and personalised.

Literacy and Numeracy

Home Learning set on a weekly basis for pupils in KS1 and KS2 is:

1. **Mental Math's and Multiplication Facts** - There is an expectation for all children to learn basic arithmetic. This needs to be practiced every day at home. Children need to improve both their speed and accuracy in recalling basic arithmetic and multiplication facts. Children will be tested frequently on the speed and accuracy of their recall of these facts. They should know all their multiplication facts up to 12 x 12 by the end of Year 4.
2. **Math's Activity related to learning in class** – KS1 Math's learning is sent home in paper format. KS2 will be set on the Atom Learning platform.
3. **Spellings** – the children will be tested on their spellings weekly
4. **Literacy Activity related to learning in class** – KS1 Math's learning is sent home in paper format and KS2 will be set on the Atom Learning platform. It also will include practicing spellings or handwriting or reading sight words or phonemes.

Reading

Reading is expected to happen every day with children given guided reading books at their level. We want to encourage reading for pleasure and so as an addition, they can borrow books from the LRC as often as they like.

Reception

- Read a phonics sound book every day. Comments to be made in Reading Diary
- Once appropriate, children will be given phonemes, spellings and basic number skills to practice

Year 1 & Year 2

- Read a Guided reading book every day. Comments to be made in the Reading Diary
- Timed mental arithmetic task every week.
- Spellings every week
- One Maths and one English task every week.
- Open Learning task when planned into the curriculum. This will be more frequent for Year 2.

Year 3 and Year 4

- Read a Guided reading book every day. Comments to be made in the Reading Diary
- Timed mental arithmetic task every week.
- Spellings every week
- English and Maths tasks on the Atom Learning Platform every week.
- Open Learning task when planned into the curriculum. Minimum of 2 every term.

Year 5 and Year 6

- Read a Guided reading book every day. Comments to be made in Reading Diary
- Timed mental arithmetic task every
- Spellings every week
- English and Maths tasks on the Atom Learning Platform every week.
- Open Learning task when planned into the curriculum.

Preston Manor Upper School

Rationale

At Preston Manor, homework is viewed as a valuable part of a student's learning. We believe that effective homework builds **excellent** learning habits. Our aim is for homework to be structured, meaningful and manageable for all concerned. Homework at Preston Manor should broaden, consolidate, extend or enhance the learning experience, so that our students develop lifelong skills.

"Homework has a positive impact on average (+5 months), particularly with pupils in secondary schools." **EEF Teaching and Learning Toolkit**

The purpose of homework:

- Homework requires students to be **ambitious** in their learning, by pursuing challenges both in and out of the classroom.
- Homework requires students to take **responsibility** for their learning by developing their organisational skills and time management.
- Homework provide parents with the chance to support their child's progress and engage in dialogue about school experiences

Pupils may be expected to undertake a variety of homework activities. These activities will differ depending on the subject. We would also like to highlight that the guidelines may include self-directed study time which we would encourage our students to undertake on a weekly basis to target and embed their individual gaps in knowledge or skill.

Preston Manor's homework expectations:

Pupils will:

- Record homework tasks in their planner and submit work on time. (Pupils will still have to record H/W in their planner, even when the task/activity is set on Google Classroom)
- Maintain high standards of effort and presentation (e.g. write in black pen, underline titles, date and label work)
- Attend Homework Clubs, as required, to improve independent learning routines
- Complete homework to the best of their ability
- Communicate appropriately with the class teacher if they are having any difficulties with the work, well before the deadline.

Teachers will:

- Set homework that is appropriate for the age and stage of pupils;
- Set time aside during lessons (preferably at the beginning) for homework to be fully explained and recorded in the planner;
- Set homework that aligns with the department and whole school homework strategy
- Allow enough time for the homework to be completed to an **excellent** standard,(This includes avoiding overnight homework whenever possible.)
- Provide additional support with homework if requested by the pupil or parent – for example, paper copies of resources;
- Provide timely and effective feedback. This may involve providing the opportunity for peer assessment or individual reflection on their progress.
- Demand homework completion and liaise with parents/ guardians when necessary

Parents will:

- Ensure that their children are fully equipped and bring their planner to school

- Ensure that their children complete their homework assiduously
- Liaise with the school regarding concerns related to H/W setting and completion

Based on current good practice and previous DfE guidance, we endeavour to follow this guidance on the amount of time that we would advise our students to spend on their homework or self-directed study.

These guidelines are listed below:

- **Year 7 & 8:** Approximately 90 minutes per day
- **Year 9:** Approximately 90 minutes– 2 hours per day
- **Year 10 & 11:** Approximately 90 minutes– 2.5 hours per day
- **Year 12 & 13:** Good practice is that at least one hour per subject per day is completed

Homework activities

Pupils may be expected to undertake a variety of homework activities. These activities will differ depending on the subject. We would also like to highlight that the guidelines may include self-directed study time which we would encourage our students to undertake on a weekly basis to target and embed their individual gaps in knowledge or skill.

	Homework activity/tasks could include	How the activities/tasks will help students to become better learners
READ IT	Reading novels Reading key extracts of texts/literature Reading articles Pre-reading at all key stages	Reading helps to improve vocabulary, communication, grammar and writing skills 'Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives'. (Education Endowment Foundation)
SPELL IT	Spelling and vocabulary tests Exploration of the etymology of key words Tier 2 and 3 vocabulary at all key stages	<i>Spelling tasks help students to be able to spell key words within their subjects correctly.</i> The more practice that students have at spellings, the better chance they have at remembering them. Being able to spell words correctly is something that will help students all through their life.
APPLY IT	<ul style="list-style-type: none"> • Extended written responses to a question • Producing a piece of work which will demonstrate understanding of a topic or concept 	<i>These tasks might require students to demonstrate how well they have understood and learnt key things from their lessons.</i> They might be extended written

	Homework activity/tasks could include	How the activities/tasks will help students to become better learners
	<ul style="list-style-type: none"> • Exam practice 	responses to a question which require students to apply their knowledge and understanding.
RETRIEVE IT	<ul style="list-style-type: none"> • Knowledge Organisers • Quizzes • Self-testing • Flashcards • Graphic Organisers 	<p>The more we encourage students to retrieve information, the more chance we have of it 'sticking' and remaining in the long term memory for students to retrieve with ease.</p> <p>These are tasks which prompt students to recall/remember key information.</p>
PRACTISE IT	<ul style="list-style-type: none"> • Practice of skills • Rehearsal of lines • Practice of dance moves • Music practice for performance pieces • Use of platforms such as 'Hegarty Maths' 	<p>Repeatedly practising something eventually helps students to remember and to master something to an excellent standard.</p> <p>Practice makes perfect!</p>
POD IT	<ul style="list-style-type: none"> • GCSEPod- An extensive study support platform which provides students with access to additional content including film clips, assessment materials linked to specific subjects and topics • Up learn at KS5 • Seneca at KS4 and KS5 	<p>GCSEPod is an online resource which contains lots of mini film pods linked to most subjects and key topics.</p> <p>Teachers can use them to test their students, enhance revision and monitor their engagement. Students can self-test, build knowledge and monitor their progress.</p>

Monitoring homework:

Department monitoring of homework will be in line with the school agreed policy

The Senior Leadership Team and Middle Leaders will conduct planner scrutinies to monitor homework setting and recording.

Roles and responsibilities:

Classroom Teachers

- Setting homework is part of the Teachers' Standards, outlined in the following way: 'Teachers should set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.'

Heads of Department/Faculty

- Ensure any department guidance for staff on homework is compatible with the whole school strategy;
- Ensure new members of staff are familiar with the policy;
- Share good subject-specific examples and offer support as appropriate to enhance homework practice within their departments;

Directors of Student Development

- Share good subject-specific examples as appropriate to enhance practice (e.g. WAGOLL Planner);
- Role models ARE school ethos to promote independent learning skills and personal excellence
- Follow up any parental queries with regard to homework with the relevant HOD in the first instance.
- Monitor homework setting
- Use of learner behaviour attributes at progress check to support year group or individual follow ups

Senior Leadership Team

- Monitor the implementation of the strategy (SLT/ELG homework Lead)
- Provide routine analysis and feedback to the Head and Governors on the implementation of this policy as appropriate.

The Governing Body

- Receive updates