



# Muskham Primary School

## Homework Policy

Signed

\_\_\_\_\_  
Mrs Amanda Crossland  
Head Teacher

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Mrs Anne Allsop  
Chair of Governors

Date of Adoption: Spring 2024

Due Review Date: Spring 2027

**EQUALITY IMPACT ASSESSMENT FOR  
HOMEWORK POLICY**

Staff/committee involved in development:	Headteacher / Chair of Governors/S, D and P committee
For use by:	Staff and Parent/Carers
This policy relates to statutory guidance:	n/a
Key related Policies:	Curriculum Policy

**Equality Impact Assessment:** Does this document impact on any of the following groups? If YES, state positive or negative impact, and complete an Equality Impact Assessment Form or action plan, and attach.

<b>Groups:</b>	<b>Yes/ No</b>	<b>Positive/Negative impact</b>
Disability	No	
Race	No	
Gender	No	
Age	No	
Sexual Orientation	No	
Religious & Belief	No	
Gender Reassignment	No	
Marriage & Civil Partnership	No	
Pregnancy & Maternity	No	
Other	No	

<b>Reviewed by</b>	Headteacher / Chair of Governors/S, D and P committee
<b>Agreed by</b>	Headteacher / Chair of Governors/S, D and P committee  Policies with negative impact must be reviewed by full governing body
<b>Next Policy review date</b>	February 2027

# **Muskham Primary School**

## **Homework policy**

Schools have a statutory responsibility to provide children with learning experiences beyond school-based learning. Research shows that the completion of homework accelerates the progress made by children.

### **1. The purpose of homework**

Homework is a valued aspect of pupils' learning. It enables children to consolidate and reinforce their skills and understanding, particularly in English and Mathematics. Children have opportunities to extend school-based learning, for example through additional reading, discussion of texts read or practice of mathematical skills. Homework also encourages children to develop the confidence and self-discipline needed to study on their own, in preparation for the requirements of secondary school.

Homework will consist of activities related to practising reading, spelling and maths skills; adaptations are made according to the needs of the children.

### **2. Framework for setting homework**

- Phonics or spelling activities are set to match children's on-going learning and skill development. In KS1 and KS2, a set of "spelling test words" will be set. These reflect the 'spelling pattern' taught in class that week or words linked to the topic being taught.
- All children are expected to read at least 5 times per week.
- A Maths activity is set linked to the teaching of the week or to practise key facts.

### **3. Marking of homework**

Written pieces of homework will be marked in accordance with the school's Marking Policy. Where homework is handed in late, it may not always be possible to mark the piece before the next piece is sent out. Where this is the case, homework will be marked up to date when the homework book is next submitted on time.

#### 4. Overview plan of expectations for each year group

	English	Mathematics
<b>Class</b>	Homework in all classes is set on a Friday to be returned the following Wednesday	
F2	Reading – ongoing ( at least 5 times a week) Phonics - weekly	Linked with weekly class focus or practise of Key Maths Facts appropriate to year group.
1	Reading – ongoing (at least 5 times a week) Phonics – weekly Spelling words - weekly	
2 3 4 5 6	Reading – ongoing (at least 5 times a week) Spelling words - weekly	

#### 5. Home – School communication

Children, parents and carers are encouraged to give feedback with regards to homework tasks in the child’s homework book. Useful information for teachers to receive includes comments on independence, attitude, challenge, amount of time taken etc.