ETTINGTON C of E PRIMARY SCHOOL

Reviewed September 2026

Ettington Church of England Primary School

Learning for Fullness of Life

Trust- Respect - Love

HOMEWORK POLICY

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INTRODUCTION

The story of Creation is the bedrock for our vision, values and ethos. Building on the theological concepts that God created the earth and everything in it, including human beings – that Humans are 'made in God's image' (the imago dei), our holistic curriculum has been carefully constructed to ensure that we appreciate God's creation of the world and how EVERYONE was made in God's image (Imago Dei) and loved, valued, celebrated and represented. As a school, we aspire to live out God's plan for all creation to flourish.

RATIONALE

This policy was written in consultation with staff, parents, pupils and governors.

We believe that homework is important in developing independence, resilience, resourcefulness and responsibility in our children as well as reinforcing the learning which takes place in school. We also believe that it should not be onerous to children, parents or staff. Homework should offer opportunities for children to spend time with their families, to develop interests outside of school and support development of becoming successful people.

PRINCIPLES

- Ensure a consistent approach throughout the school.
- Offer clarity about expectations and responsibilities.
- Provide opportunities for home and school to work in partnership.
- Encourage children to develop independence and confidence as life-long learners.
- Provide opportunities for children and adults to enjoy learning together.
- Provide opportunities for children to consolidate school learning experiences.

EXPECTATIONS

We expect all children to: read at least 5 times per week, practise their phonics/spellings and practise their maths learnt in class. Children should be supported to complete this practise at home by parents/carers (guidance is provided in section 4 of this policy). All children are expected to complete the homework set each week. Opportunities and support will be provided for children to use iPad or laptops in school if required.

Homework is set by teachers each week and they will have one week to complete it. No homework is set during holidays. Parents will be informed if children regularly do not complete homework. Please see your child's class teacher if you have any concerns about completing homework.

In line with our School Values, it is expected that children and families will try their very best to establish effective homework routines for reading, spelling and number practice.

To further support families with homework, class teachers will share expectations and model strategies at the beginning of the academic year in Meet the Teacher Meetings.

Year Group	Activities per week
Reception	Read with an adult; share stories and rhymes; talk together; sing songs including nursery rhymes.
Year 1	Read with an adult; Mathletics (1 activity) Spellings
Year 2	Read with an adult; Mathletics TT Rockstars (1 activity, Summer Term only) Spellings
Year 3	Read with an adult; Mathletics (2 activities) TT Rockstars Spellings Creative Learning – optional
Year 4	Read with an adult; Mathletics (2 activities) TT Rockstars Spellings Creative Learning – optional
Year 5	Read with an adult; Mathletics (3 activities) TT Rockstars Spag.com Spellings Creative Learning – optional
Year 6	Read with an adult; Mathletics (3 activities) TT Rockstars Spag.com Spellings SATS revision Creative Learning – optional

Please see your child's class teacher if you have any concerns.

READING

Sharing books, stories, talking and singing together and reading are extremely important and we encourage children to read daily with their parents/carers. This should be a mixture of a child reading a book to an adult as well as a parent/carer reading to a child. Parents/carers are encouraged to discuss books with their child to develop their understanding as well as fluency. Talking about what has happened in a story, new vocabulary and how children feel about certain characters and why are important in helping children to develop deeper reading skills. Advice for parents on how to support their child's reading at home can be found in *appendix 2*.

TALK and SINGING

Talking with adults helps children to understand what they are reading, develop important speech and language skills and process emotions and feelings. Singing helps children to develop an understanding of the rhythm of language and to hear rhymes and language patterns. These in turn help children to become more successful readers, writers and communicators across all areas of learning including our

ability to form friendships. We encourage all parents and children to continue to talk and sing together throughout their time in school.

SPELLINGS

Children are to use the LSCWC (Look, Say, Cover, Write, Check) method. They are taught the spelling rule at school daily.

MATHLETICS / TT ROCKSTARS

Online maths activities are set each week. These should take 10 - 15 minutes to complete. Activities are selected which help children to practise work previously taught in school. These programmes have been chosen as they give children immediate feedback on their answers.

OPTIONAL ACTIVITIES

We recognise that some children and families would like to have guidance on additional activities related to school for children to engage in to develop deeper learning at home.

The following are available as options:

Curriculum Knowledge Organisers

These are available on Google Classroom and the school website. They outline the learning each class will be covering and some key vocabulary. Children may use these as a starting point to explore knowledge further using research skills taught in school. Children are encouraged to share any work they may produce as a result of this with their class teachers. Knowledge Organisers

Creative Learning

In KS2, Creative Learning Grids are shared at the onset of each term and are designed to encourage children to research and explore an area of their current Creative Curriculum Topic. Children should choose one area and are encouraged to be as creative as possible in their execution and draw upon individual talents and interests.

In Years 4 and 5, children have the exciting opportunity to use the ARCADEMI App to bring their Creative Learning to life.

CURIOSITY: These tasks are designed to develop curiosity, focus, resilience and flexibility.

COMMUNICATION and COLLABORATION: These tasks are designed to develop collaboration, determination, teamwork and appreciation.

PERSEVERANCE: These tasks are designed to develop initiative, originality, perseverance and responsibility.

SEND

Homework is not a one size fits all approach. For pupils with SEND, tasks will be modified to suit their individual needs, ensuring they can access and complete them successfully. Children with SEND will participate in common homework activities, however school may consider setting specific tasks related to the child's Pupil Profile, ensuring that homework supports the skills identifed in their individual plan. Teachers and support staff will provide feedback and celebrate home learning through Google Classroom, verbally or dispaying work.

Learning for Fullness of Life

Our School Aims

Curiosity - Within our creative environment, we will develop a thirst for knowledge, be encouraged to raise questions and develop our inquisitive thinking and learning skills.

Communication - We will offer a broad, balanced and motivating curriculum, set high standards, and aspire for excellence in everything we do, ensuring that our Curriculum is relevant and purposeful.

We will develop physical, emotional and spiritual awareness, ensuring that we are equipped for the ever-changing and demanding world in which we live, inspired to speak out and make a difference.

Collaboration - We will share mutual respect for each other, the environment and the wider community.

Perseverance – We will create an inclusive culture of learning, where we are all challenged in our thinking; discover our talents, achieve to the best of our abilities and become motivated and resilient life-long learners.

Appendix 1: Reading with Children

Top Tips:

Regularly. Read regularly for short burst of time.

Enthusiasm. Show your enthusiasm and enjoyment of reading - your children look to you as a role model; if they see that it is important to you they will feel that it is important to them.

Ask. Take the time to ask questions to each other and discuss what you have read.

Divide. Share the reading and questioning. Take turns.

Choose a reading skill focus each time you read. You may choose more than one.

Decoding and Fluency Expression and Intonation Comprehension

Every time you read together	**Step 1 is always the same, no matter the reading focus.** **1. Introduce the book to your child. Tell them how much of the book they will read during this session e.g. 3 pages, 1 chapter etc.**
Decoding and Fluency: Practise sounding out new words.	2. Phonics book: look inside the front cover and share the phonic focus, focus words and high-frequency words in the book. Discuss how to pronounce new words and their meanings as children encounter them. 3. Child to begin reading. Support any words which they are unsure of by helping them to break the word into sounds. Blend together sounds and repeat the word. 4. Adult reads the whole sentence, child repeats the whole sentence (echo reading). 5. Finish with a discussion of what you have read together, ask each other a few questions. Congratulate your child's effort. 6. Write in the reading diary. Add any specific notes that you may feel are important e.g. Child **A** read all of the focus words well but found the -aw pattern tricky.
Expression and Intonation: Practise varying speed and tone to create a reading flow.	2. Share the reading focus together e.g. to read speech in the emotion of the character; use different voices for each character, notice punctuation. 3. Spot and share new words or words the child struggles to pronounce. 4. Adult model reads a sentence / paragraph / page before the child echo reads. 5. Finish with a discussion of what you have read together, ask each other a few questions. Congratulate your child's effort. 6. Write in the reading diary. Add any specific notes that you may feel are important e.g. Child A learned the word 'furious' and read the character with an angry voice.
Comprehension: Practise the understanding of the text: *vocabulary, explanation, retrieval, inference, prediction, summarise / sequence*	2. Share the reading focus together e.g. we'll read to page 6 and then we're going to predict what will happen next. 3. Child begins reading and then the adult reads for a short time before swapping back. The adult reading offers a model of fluency and allows the child to focus on comprehension, easing brain overload. 4. Stop at different points to check understanding with specific questions. 5. Finish with a discussion of what you have read together, ask each other a few questions. Congratulate your child's effort. 6. Write in the reading diary. Add any specific notes that you may feel are important e.g. Child **A** was able to tell me why they liked the character of the mouse.

Examples of Question Stems / Tasks

These questions will support when you choose a reading focus. You may choose questions from different areas.

Comprehension skill	Question stem / task
Vocabulary	What does '*this word*' mean? Can you use '*this word*' in a sentence of your own? Which word in this sentence do you think is the most important? Why do you think that? Why do you think '*this word'* is repeated? Find a word that tells me what the character is like. What do you think *'this phrase / expression'* means? E.g. 'The weather was filthy.'
Retrieval of Facts	Why / when / who / where / what / how? Questions Give one piece of evidence to show… Name a problem that this character came across on this page / in the book. How did they solve the problem? Is this statement true or false? E.g. *Charlie was a greedy, selfish boy.* Name 2 things the character found hard / easy / confusing etc. Where is the story set? Tell me 2 things you've learned about this character.
Prediction	What does the front cover make you think the story / book will be about? What do you think will happen next? Why do you think the character said / did that? Why do you think the author chose that word? What lesson is the story trying to teach?
Explanation	What genre of book is this? Has the story reminded you of anything that has happened to you or someone in your family? How is this character similar / different to you? Is this character like a character in another book you have read? How? What is the main problem the characters face in the story? Who do you think is the most important character in the story? Why? Who is your most / least favourite character? Why?
Inference	Find a word which shows how a character feels? Can you find where humour is used? How does this paragraph / phrase make you feel? E.g. scared Which words make you feel that way?
Summarise / Sequence	Which of these events happen first in the story? What happens next after… What happens at the end of the story? How does the main character change over the story? When does Character A meet Character B?