



South Haringay School

Homework Policy

Member of staff responsible: Ayse Thomas

Date to be reviewed: Autumn Term 2027

Introduction

At South Haringay School, children follow a broad and balanced curriculum, which inspires them to develop a passion for learning and to become life-long learners. Our aim is that, as well as supporting the learning of key skills, homework will be an extension of this. We believe that homework can help to raise a child's attainment but we also acknowledge the importance of play and free time to their growth and development. Homework should not prevent children from taking part in the wide range of out of school clubs and activities that play an important part in the lives of children, but form only part of the experiences and opportunities children have that help them develop their skills, interests and talents.

We recommend that all children complete the homework we set. However, we recognise that some parents/carers feel strongly that their child should not do homework. Ultimately it is for the parent/carer to decide if their child will complete homework.

Our aims for homework are:

- To further stimulate enthusiasm for learning
- To take advantage of the home environment and resources, and the chance for some one-to-one adult time
- To encourage pupils and their parents to share and enjoy learning experiences through gathering topic information to share with all pupils
- To reinforce work covered in class by providing opportunities to rehearse key skills such as times tables and spellings
- To help foster good habits of organisation and self-discipline in preparation for the demands of future learning
- To ensure consistency of approach throughout the school

Types of homework

For each year group there will be **two** types of homework set.

1. **Key skills** – Much of what children learn requires regular practise in order to ensure that they become confident and independent in using and applying it, for example reading, spelling and remembering number facts, such as times tables.

EYFS

- Reading, or being read to, daily
- counting practise/ Number recognition
- weekly practise of phonics and high frequency words practised within class



- KS1**
- reading, or being read to, daily
 - spelling and phonics practise
 - activities to support practise of number facts: i.e. bonds practise, to 10 then to 20; other number facts such as times tables, double and halves etc - Mathletics (Yr2)- online number facts activities

- LKS2**
- Reading, or being read to, daily, MyOn/Library book
 - spelling- practise of weekly rule/ words associated with that rule
 - Mathletics- Online maths activities: consolidation of number facts, including times tables; a range of set tasks promoting fluency

- UKS2**
- Reading, or being read to, daily, MyOn/Library book
 - Spellings- practise of weekly rule/ words associated with that rule
 - Online maths activities- online maths activities: embedding number facts, including times tables; a range of set tasks consolidating fluency

2. **Half-termly topic task:** These tasks will be very much topic based and will involve children developing a wide range of skills across science, geography and history. It will be presented in the form of a project, often linked to areas of the topic that children would like to find out more about. These tasks will inspire children to develop their talents and interests and encourage them to research the topic. Children will have at least a week to complete the project, so taking care with the overall presentation will be encouraged. There will be an element of choice in the way in which children engage with the task. This is to ensure that the task is not too onerous and remains an enjoyable and achievable experience.

Exceptions:

In some instances, class teacher's may deem it necessary to provide some pupil's with different tasks to support progression in their learning. These may be in the form of precision teaching tasks, or specifically tailored reading, writing or maths tasks. The aim of these carefully considered activities is to provide these pupils with bespoke opportunities to enable them to access the curriculum at their level.

Recommended Time Allocation:

The following are Government recommendations as appropriate time allocations for homework activities;

EYFS/ KS1- 10-15 minutes per day

Years 3 and 4 – 15-20 minutes per day

Years 5 and 6 - 30 minutes per day



Role of Parents

At South Harringay School we are very keen for parents to support and help their children with homework. We take the view that children are likely to get more out of an activity if parents are also involved. However, there are times in which we expect children to work independently because, as they get older, this will support them to become increasingly autonomous in their own learning. Class teachers are responsible for ensuring that expectations around homework are consistently shared with parents.

Screen Time

The school uses Mathletics to set maths homework for children to complete online. The homework set should not require any child to be on a device for any longer than 10/15 minutes. For parents who feel strongly that they do not want their child using Mathletics, we provide CPG maths books for children to complete and self-mark.