

# ULEY C OF E PRIMARY SCHOOL



## HOMework POLICY

AUTUMN 2025




They are like trees that grow beside a stream that bear fruit at the right time and whose leaves do not dry up. They succeed in all they do. Psalm 1:3

## **Ethos Statement**







*We believe that everyone should be given the opportunity and encouragement to be the best that they can be. To this end, we strive to create the right environment, deliver the right content, and embrace new ideas. We apply our school values of trust, friendship, compassion and wisdom to enable every individual to flourish within a moral framework built on Christian values. We believe that this can only be achieved by developing partnerships between pupils, staff, governors, parents and the wider community.*

## **OUR SCHOOL VISION**

Live – Learn – Flourish

-  Live: at home, in school, and in our local community
-  Learn: about self, others, and our ever-changing world
-  Flourish: be the best we can be in all that we do

## **OUR SCHOOL MISSION**

-  We give all – pupils and staff – the opportunities and encouragement to be the best that they can be
-  We create an environment that has the right balance of challenge and support
-  We deliver a curriculum that is right for our school, inspiring and motivating all, and embracing new ideas
-  We apply our School Core Values of Trust, Friendship, Compassion and Wisdom in all that we do
-  We develop strong and effective partnerships between pupils, staff, governors, parents and the wider community
-  We strive to ensure that all flourish within a moral framework built on Christian values and the Diocesan vision “I have come that they may have LIFE, and have it to the full”. (John 10:10)

## **Values and Behaviour Ethos**

### **Wisdom**

Reflect on our mistakes and learn from them  
Make appropriate choices  
Have the courage to be the best you can be

### **Friendship**

Do as you would be done by  
Encourage, support and be proud of each other  
To serve one another  
Smile and be thankful

### **Compassion**

Be respectful; embrace difference and diversity  
Say sorry, show you're sorry  
Show forgiveness and generosity  
Work together for fairness

### **Trust**

Be honest and just  
Believe in yourself – you can do it!  
Persevere on your journey, seek help from others

## **Why give homework?**

We believe that our children should be encouraged to undertake homework at an appropriate level. This is because:

- Learning is not something that just goes on in school
- It can further stimulate enthusiasm for learning
- It promotes independence
- It encourages children and parents to understand that learning is something for which they too have a responsibility
- It consolidates learning and aids progress
- It encourages shared opportunities between adult and child
- It can be a great source for gathering topic information to share with all the children
- It is a great opportunity to rehearse key skills such as times tables, spellings, handwriting and other key facts
- It helps to foster good habits of organization and self-discipline in preparation for the demands of Secondary School

## **Homework at Uley**

Uley School supports all of the above key principles and whilst we recognise homework as an important part of school, we believe that it should not be problematic or dominate home or school life. We appreciate that not every activity will capture children and parents' imagination and that weekends can sometimes be busy. We believe that homework should be part of learning and be enjoyable and manageable for all concerned. We do not specify amounts of time that must be spent on a task, preferring individual children and families to set their own routines. Individual teachers are happy to give advice.

We hope the children are motivated by positive incentives and by the tasks themselves; children are not penalised if they do not complete the work. However discrete homework registers are kept and if there is a concern surrounding supporting the school's homework policy then this will be discussed with the child and their parents.

## **What does homework look like at Uley School?**

### **Homework Topic Web**

Homework is set termly in all classes in the form of a homework topic web which is linked to areas of the curriculum and each choice of homework encourages a particular skill such as "research", "make", "apply" or "practice".

These are set and sent out once a term with each new topic. Children are given ample time to complete chosen pieces of homework as we encourage quality over quantity. The amount of time given and due dates are published on the topic web when it is sent home.

## **Maths**

### **Mathletics**

Mathletics is an online maths resource which supports the children's learning. Children are given a personalised password in order to access the site and are encouraged to play the fun games as often as possible to reinforce their learning. Mathletics has an online tutor to support children and enable them to overcome barriers.

### **Rainbow Maths**

Rainbow Maths is a progressive daily activity which aims to improve rapid mental recall of mathematical facts.

Years 1 – 6 partake in daily timed Rainbow maths sessions (Reception when they are ready). Rainbow Maths is regularly sent home for children to practice or they can be found on the school website.

## Number Facts

Children are encouraged to improve their understanding of key maths facts in order to support their learning. Regular practice for these areas will be set through activities and games:

### Infants:

- Number bonds to 10, 20 and 100 - [What are number bonds? - BBC Bitesize](#)
- 2, 5, and 10 times tables - [www.timestables.co.uk / Multiplying and dividing - KS1 Maths - BBC Bitesize](#)

### Years 3 and 4:

- Consolidation of 2, 5 and 10 times tables and related division facts
- 3, 4, 6, 7, 8 and 9, 11 and 12 times tables and to understand the related division facts
- At the end of Year 4 pupils complete a statutory times table check of multiplication facts from the 2 to 12 times table please use [www.timestables.co.uk](#) to practise

### Years 5 and 6:

- Consolidation of the above plus 11 and 12 times tables - [www.timestables.co.uk](#)
- Related division facts - [Multiplying and dividing - KS2 Maths - BBC Bitesize](#)
- Square numbers - [What are square and cube numbers? - BBC Bitesize](#)
- Prime numbers - [What are prime numbers? - BBC Bitesize](#)
- Composite numbers - [Maths KS2: Prime Suspects 1 - BBC Teach](#)
- Factor pairs - [What are factors? - BBC Bitesize](#)

Other mathematical knowledge, skills understanding that would really support the children's learning at school includes:

- Telling the time – analogue and digital
- Days of the week plus learning to spell
- Months of the year and how many days in each month – plus learning to spell
- Coin recognition and money challenges including addition, subtraction and percentages

## English

### Infants

- Daily reading of school books, at home with an adult, and other appropriate reading material such as picture books, comics and magazines – reading diaries are used for all adults and children to make comments on progress.
- Hearing adults read stories
- Letter sound (phoneme) practice linked to our systematic phonic scheme – see Phonics and Spelling Policy
- Letter formation practice – linked to phonics or handwriting practice – see Handwriting and Presentation Policy
- High frequency word reading and spelling practice – see word list below

### **Years 3 and 4**

- Daily reading of school books and other appropriate reading material such as comics and magazine – reading diaries are used for all adults and children to make comments on progress.
- Hearing adults read stories
- Letter sound (phoneme) practice linked to our systematic phonic scheme – see Phonics and Spelling Policy
- Letter formation practice – linked to phonics or handwriting practice – see Handwriting and Presentation Policy
- Practise for spelling, grammar and punctuation (for weekly dictation) including statutory words for Year 3 and 4 – see below

### **Years 5 and 6**

- Daily reading of school books and other appropriate reading material such as comics and magazines – reading diaries are used for adults and children to make comments on progress. This helps to prepare upper juniors for secondary school.
- Spelling for spelling tests, grammar and punctuation practice
- In the weeks prior to SAT tests, the Year 6 children will be given additional revision work.

We expect children to maintain the same standards for presentation of homework as we set in school i.e. to use their best handwriting and a sharp pencil or black pen.

Some homework may be sent home in addition to all the above. This will be individualised depending on a child's needs and targets.

When work is sent home with a child, depending on age, the teacher will ensure that the child is clear about the homework and provide an explanation of how the parent can support.

### **Need even more ideas to support learning at home?**

Please find below links to websites. These websites support English, Maths and Computing. In time we will add more to support the rest of the curriculum. See also Appendix 1 for spelling lists.

### **Maths**

<https://www.timestables.co.uk/>

<https://www.mathschase.com/all-games/>

<http://www.maths4mumsanddads.co.uk/>

<http://www.amathsdictionaryforkids.com/>

<http://uk.ixl.com/>

<http://www.mathsisfun.com/>

<https://www.bbc.co.uk/bitesize/subjects/z6vg9j6>

<http://www.multiplication.com/>

<http://mathszone.co.uk/>  
<http://www.ilovemathsgames.com/>  
<http://www.topmarks.co.uk/maths-games/7-11-years/times-tables>  
<http://www.teachingtables.co.uk/>  
<https://www.topmarks.co.uk/maths-games/hit-the-button>

### **Phonics**

<https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>  
<https://www.topmarks.co.uk/english-games/5-7-years/learning-to-read>  
<https://www.phonicsplay.co.uk/freeIndex.htm>  
<https://www.bbc.co.uk/cbeebies/grownups/the-alphablocks-guide-to-phonics>

### **Spelling, Punctuation and Grammar**

<https://www.topmarks.co.uk/Interactive.aspx?cat=42>  
<https://www.topmarks.co.uk/Interactive.aspx?cat=47>  
<https://www.eduplace.com/tales/>  
<https://learnenglishkids.britishcouncil.org/speak-spell>  
<https://www.bbc.co.uk/bitesize/topics/zhrrd2p>  
<https://learnenglishkids.britishcouncil.org/>

### **Writing**

<http://www.crickweb.co.uk/ks1literacy.html> - KS1  
<http://www.crickweb.co.uk/ks2literacy.html> - KS2  
<https://alanpeat.com/free-resources/> - KS2  
<https://www.topmarks.co.uk/Interactive.aspx?cat=38> – Foundation Stage  
<https://www.topmarks.co.uk/Interactive.aspx?cat=40> – KS1  
<https://www.topmarks.co.uk/Interactive.aspx?cat=46> – KS2

### **Reading**

<https://www.oxfordowl.co.uk/home/reading>  
<http://booksforkeeps.co.uk/>  
<https://www.booktrust.org.uk/>  
<https://www.roalddahl.com/>

### **Websites to Support Computing**

<http://code.org/>  
<http://scratch.mit.edu/>  
<http://https://www.codeclubprojects.org/en-GB/>  
<https://www.purplemash.com/sch/uley-gl11>

## **Responsibilities**

### **Class Teachers are responsible for:**

- Selecting appropriate homework tasks for the children in the class, taking differentiation and children with additional needs into account
- Setting challenging homework tasks that support their age and stage of development and that prepare the children well
- Utilising pupil voice when setting tasks
- To provide more information about the homework and ways that parent can support through messages and information in the class letters
- Giving reminders concerning homework routines
- Keeping a record of homework completed
- Providing opportunities for homework to be completed in school if necessary
- Rewarding and praising children who complete homework tasks
- To mark homework appropriately, when necessary and give feedback to pupils. This may include the use of peer marking, stamps/stickers and verbal feedback

### **Parent/Carers are requested to:**

- Support their children's home/school learning
- Provide a reasonably peaceful, suitable place in which children can do their homework alone or together with a child
- Make it clear to children that they value homework and support the school in explaining how it will help their learning
- Talk positively about homework and how it will support them in the short and longer term.
- Help their children and praise them when they have completed homework
- Ask for support from the school if needed including asking for extra homework if appropriate

### **Children:**

- Are asked to participate in the homework that is set in order to support their learning
- Know about the homework that is set before taking it home
- Please complete it in the time scale set
- May complete it independently or ask a parent/carer for support
- Can ask a teacher to help
- To complete the task to an acceptable standard using pencil or pen (not felt pen or colouring pencils please unless it is colouring)

## **Celebrating Homework**

All completed homework is recognised and celebrated by:

- Sharing with peers
- Displaying homework
- Giving team points
- Inviting parents to in to school to view and support celebrating homework achievements



### **Should problems arise?**

There are occasions when children may struggle with homework or when it is not possible to complete a homework task or if at home, circumstances may arise which make homework difficult to complete. If there are any such problems with please come and speak to us.

### **What happens if my child doesn't complete homework?**

The children are not penalised for not completing homework. The fact that they will see other children completing homework to share with their peers and adults, and receiving praise and feeling proud of themselves, maybe enough.

Homework habits in the upper key stages are crucial for secondary school preparation as the consequences are far worse than at primary school. So, the more encouragement to complete homework at primary school the better the preparation for the expectations in secondary school.

We will continue to encourage those who are reluctant to engage in homework to complete a small amount.

### **What if we don't agree with homework?**

A positive partnership between home and school can have a highly beneficial effect on the children's outcomes. With parent's support and encouragement, work formally set by the school, or informal suggestions and support, can enable the children to extend their learning.

Everything we do with regards to homework is in the best interest of the children and their education (Why we give homework, page 2) and we feel that with our Homework Policy there is something for everyone. Understandably homework needs to be enjoyed by the children which is our overall aim although at times it is about rehearsing, practising and consolidating skills to support learning in the classroom. The children do enjoy contributing to the homework webs and are then more enthusiastic about completing the tasks.

### **Review**

This policy will be reviewed biennially. Any alterations that come from this review will be discussed and ratified by the appropriate governing body sub-committee

Reviewed dates:

Spring 16

Autumn 18

Autumn 19

Summer 22

Summer 25

Next review – Summer 27

## Appendix 1

Below are the statutory spelling lists from the National Curriculum which are focussed on through spellings tests and in context in the children's day to day literacy learning. The children are expected to learn how to read and write these words, and to place them in to the context of a sentence. There are creative ways that these words can learnt – make flashcards and play find the pairs, word hunts or practise writing them using cursive handwriting. Make your own spelling test, learn a certain amount a week (words with similar spelling patterns e.g. cold – gold – hold – told) and keep practising them until they are spelt correctly, find them in books when reading.

### Phase 2 to 5 Tricky Words

Phase 2	Phase 3	Phase 4	Phase 5
I	he	said	oh
no	she	have	Mrs
the	we	like	people
to	me	so	their
go	be	do	called
into	you	some	Mr
	are	come	looked
	her	little	asked
	was	one	could
	all	were	
	they	there	
	my	what	
		when	
		out	

### New Curriculum Spelling Lists Years 1 and 2

the	come	go	mind	clothes	past	sugar
a	some	so	floor	cold	father	could
do	one	by	because	gold	class	would
to	once	my	kind	hold	water	sure
today	ask	here	behind	told	again	eye
of	friend	there	whole	every	grass	should
said	school	where	any	great	pass	who
says	put	love	child	break	plant	Mr
your	are	push	wild	steak	path	Mrs
they	were	pull	most	busy	bath	parents
be	was	full	both	people	hour	Christmas
he	is	house	children	pretty	move	everybody
me	his	our	climb	beautiful	prove	even
she	has	door	only	after	half	
we	I	poor	old	fast	money	
no	you	find	many	last	improve	

## Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	



## Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

