The Children's House

Homework Policy

This policy should be renewed annually and as required by legislation.		
Action	**Reviewer**	**Date**
Review	EG	Sept 2026
Approved by COM	AZ	Sept 2026
Date for next internal review		Sept 2027

HOMEWORK POLICY

Introduction

The Children's House

At The Children's House School, we view Homework as a crucial component of a child's educational journey. We acknowledge the significant role that the collaboration between home and school plays in a student's learning process, emphasizing the need for consistent learning, preparation, and reinforcement.

Homework is designed to be a constructive experience, avoiding any undue pressure on both children and parents. This is why we begin assigning homework from the Reception level, fostering healthy study habits early in a child's academic life. These habits are intended to benefit students throughout their educational journey. As children advance through the School, the amount and complexity of homework appropriately increase, always keeping in mind the age and capabilities of the students. We often tailor homework to meet the specific needs of individuals or groups, especially for those with Special Educational Needs and Disabilities (SEND).

Aims of Homework

- To prepare for, support, reinforce, consolidate and extend learning.
- To encourage independent learning and good work habits, from an early age.
- To prepare pupils gently for the demands of secondary school
- To encourage parental involvement in their children's learning and to strengthen the home-school partnership.

Homework

The following outlines the homework in each year group, which may increase gradually in quantity and difficulty as the year progresses. On some occasions, teachers may also deviate from the schedule below in response to special events, at school or during the year, or the needs of the children as identified by assessment.

Reading:

Extensive international research shows that having a reading habit is associated with a range of academic, social and emotional benefits, as well as an indicator of future academic success. It is for this reason that The Children's House emphasises the importance of regular, ideally daily, reading at home.

As children become more proficient readers, they should read independently and for longer sessions, but with the opportunity to discuss and answer questions about what they have read with an adult at home.

Homework Schedules for each year group:

Reception

From the start of Reception, children read with an adult at school twice a week and will be sent home with their Reading Record and a reading book that is matched to their ability. Children should read to an adult each evening. This allows children to develop their

segmenting and blending skills, as well as gain fluency and expression through practice and repetition.

From the beginning of the Spring Term, Reception also has a weekly spelling test. Children are given two sounds to learn and a list of words. Parents should ask children to write as many simple words as possible containing these sounds. This teaches children to rely on their phonic skills, rather than their memory for spelling.

Key Stage One

Reading:

In Years One and Two, children will read with an adult at school twice a week and will be sent home with their Reading Record and reading books that are matched to their ability.

Reading at home should progress from 10-15mins **per night** in Year One to 15-20 mins per night in Year Two.

Other Homework:

Year One

Day	**Subject**	**Further information**
Monday	Numbots - Mental Maths online practice	15 mins any day of the week
Tuesday		
Wednesday		
Thursday		
Friday	English / Topic, and Maths Spellings	Due the following Weds Spelling Quiz the following Fri

Year Two:

Day	**Subject**	**Further information**
Monday	Spelling and reading	
Tuesday	Spelling and reading	
Wednesday	Spelling, reading and Numbots	Mental Maths online Return Homework book
Thursday	Spelling and reading	
Friday	Maths and English/Topic English/Topic	Due the following Thursday

	New spellings sent home to practice for next Dictation session the following week	Dictation will be on Thursdays

Key Stage Two

In Key Stage Two children should be reading at home every night, but with a longer session on the days that this is specifically set as a h/wk.

Year Three

Day	Subject	Due
Monday	Comprehension or grammar	Wednesday
Tuesday	Spelling & Times Tables	
Wednesday	Mental arithmetic	Friday
Thursday	Spanish Spelling & Times Tables	Monday
Friday	Spellings for next week (Spelling Frame/paper) Topic project / work in books and / or Atom online Note – Dictation spelling test held every Friday for the previous weeks' words	Due next Friday

Year Four

Day	Subject	Due
Monday	Spelling	Friday
Tuesday	Reading comprehension/Grammar	Following Monday

	Mental arithmetic Non-verbal reasoning set on Atom Learning Verbal reasoning set on Atom Learning	

Year Five

From Year Five, homework will be more focused on the 11+, with children completing practice papers and exercises either on paper or digitally, in English, Maths and Reasoning.

Day	Subject	Due
Monday	English Verbal and Non-Verbal Reasoning: Set on Atom every Monday. Spelling: Set on spelling frame and 'Look, Cover, Write, Check' sheet given out	Following Tuesday Tested in Spelling test Friday and tested through dictation on following Monday
Tuesday		
Wednesday	Arithmetic Reading Comprehension	Following Tuesday
Thursday	Spanish	Tuesday
Friday		

A Topic homework will also be set each half term, with a fortnight to complete.

Year Six

In the run-up to the 11+, Year Six will continue to complete practice papers and exercises, both on paper and digitally. After the 11+, homework will continue but with more of an emphasis on projects and open-ended learning.

Day	Subject	Due
Monday	English / Verbal and Non Verbal Reasoning	Wednesday
Tuesday	Maths and Science	Friday
Wednesday	Verbal and Non-Verbal Reasoning	Friday
Thursday	Spanish	Tuesday
Friday	Spellings 11+ Practice papers	The following Friday

		Monday

A Topic homework will also be set each half term, with a fortnight to complete.

Holiday Homework

During holidays, children will receive a holiday pack. This will include reading, maths and may include the keeping of a holiday diary, research or a creative activity related to the next term's theme.

Homework Guidance

Teachers explain the homework to the children before it goes home and children should aim to complete it as independently as possible, with a little initial support from an adult if needed. If a child finds the homework too difficult to complete or requires extensive adult support, parents should inform the teacher.
For spellings, we recommend the use of look, cover, write, check and the use of colour, either highlighters or coloured pens, to mark out tricky sections of words. In spelling, the main priority is the actual spelling rather than the letter formation/handwriting, although children should also work on ensuring that handwriting is clear enough to decipher.

We recommend introducing a homework routine and some of the following suggestions may help:

- Sit down to do homework straight after school, after a drink and snack, leaving the rest of the evening free.
- Look at the homework task together, to refresh the child's memory about what needs to be done and then set a timer and ask the child to work independently.
- Provide a quiet area for children to concentrate on homework, adequately resourced with all the stationery and equipment that will be required, to avoid children getting up once they have begun.
- Younger children will benefit from concrete materials such as coins, marbles, beads, shells, pebbles to help count and make sets in problem-solving maths homework. Scissors, glue and a ruler are helpful to have to hand too.
- Children may also benefit from a 1-100 or times table grid, number lines, letter formation and word mats. Do ask the class teacher for guidance on this as well.
- Remind children of the correct pencil grip and of handwriting and presentation targets for their age eg. finger spaces between words; writing on the line; crossing out mistakes neatly or using a clean rubber; ensuring capital letters are proportionately bigger than lower case etc. Do ask the class teacher if you would like some guidance on specific targets for your child.
- If your child needs help, try not to give them the answer, but to guide them through finding it themselves, drawing out what they know through questioning.
- Do provide lots of encouragement and praise for a homework that is completed with care.

This Policy was reviewed, amended and agreed by the Council of Management in September 2026. It will be reviewed again in one year's time.

The Children's House

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Agreed by __Adam Zivanic__ of the Council of Management