



Home Work Policy

PERSON RESPONSIBLE: Head Teacher/Heads of Curriculum
Approved by: Governors of AZBUKA Foundation
Approved: September 2025
DATE OF NEXT REVIEW: September 2026

This policy supports the work of the school in promoting its vision, aims and values.

School aims:

At Azbuka school we value every member of our school community and our aims are for every child, whatever their background or circumstances, to have the support they need to:

- Develop their understanding of the value of leading a healthy lifestyle
- Work and play in a secure and safe environment in which they are encouraged to develop moral values and mutual respect
- Experience an exciting Russian-English curriculum which fosters their enthusiasm, develops an enquiring mind and enables every child to achieve his/her full potential
- Access an education for life where they are able to learn how to become effective and reliable members of the wider community
- Foster ambition and expectation to carry through to adult life

To achieve these aims all learners, staff, parents/carers and trustees will work together to enable children to grow, learn, achieve and thrive in a safe, Russian-English educational environment, secure in their bicultural identity.

1. Introduction

1.1 The trustees and staff of Azbuka School believe homework consolidates and reinforces skills and understanding in English/Russian bilingualism, Mathematics, and other curriculum areas, helps raise the level of achievement of individual pupils, provides opportunities for parents/carers and children to work together and, thereby, fostering an effective partnership between home and school.

1.2 We have structured most of our homework tasks to focus on key skills which will enable our children to access many areas of the curriculum:

- Reading – reading fluently, with comprehension and for pleasure are vital skills to develop. This is why we encourage our children to read daily.
- Spellings – by learning how to spell key words and words with specific spelling patterns, we are enabling our children to become more fluent writers.

- Times tables – these form the basis of many areas of maths. Knowing times tables will enable our children to become more efficient mathematicians in class. Children are expected to know up to 12x12 by the end of Year 4.
- World Around Us - homework reinforces and supports the knowledge and skills acquired during these sessions.
- *Arts/Music/MFL/Other subjects - homework reinforces and supports the knowledge and/or skills acquired during these sessions.*

1.3 Where appropriate, we may also utilise web-based platforms for helping our children achieve their homework.

1.4 We recognise that all children need leisure time and hope that our policy reflects a balance so children can extend and consolidate their learning with parental support while still allowing time for this.

2. Aims and objectives

2.1 We believe that homework benefits pupils by:

- reinforcing concepts and skills taught in school;
- enabling pupils to revisit aspects of the curriculum;
- encouraging children to read to their parents/carers;
- providing an opportunity for parents/carers to become involved in their child's learning;
- helping to demonstrate to children that learning can take place in many environments;
- promoting learning at home as an essential part of good education;
- helping children and young people to develop skills and attitudes they need for successful lifelong learning;
- supporting the development of independent learning skills, including the habits of enquiry and investigation.

3. Commitment

3.1 Role of the Trustees

The trustees has:

- delegated powers and responsibilities to oversee the development of this policy;

- responsibility for the effective implementation, monitoring and evaluation of this policy

3.2 Role of the Headteacher

The Headteacher will:

- ensure that homework is built into teachers' planning;
- keep up to date with new developments with regard to homework;
- monitor and evaluate this policy

3.3 Role of the Teachers

Teachers must:

- integrate homework into their planning;
- set tasks or activities;
- set homework that is differentiated where appropriate;
- explain when, what and how the work is to be done so that each child clearly understands;

3.4 Role of Parents/Carers

Parents/carers are asked to:

- praise the value of homework to their children;
- provide a suitable space in their home where their children can concentrate on their homework;
- establish a homework routine;
- provide materials pens, pencils etc.;
- go through the homework before their child starts and discuss the completed work when finished;
- make the experience pleasurable;
- find time to work with their child or be at hand if a problem arises;
- discuss, encourage and praise their child's efforts;
- contact the school if they are not sure of some aspect of the homework or if their child is experiencing difficulties in doing it; or if the homework can not be completed by the set deadline;
- contact the school if there is no homework (unless instructed otherwise by the teacher).
- contribute to school evaluation so the school can monitor and evaluate its effectiveness

3.5 Role of Children

Children are asked to:

- complete their homework by the set deadline;
- listen carefully in class to make sure they understand what is asked of them;
- make sure they get feedback on their homework;
- complete their homework using appropriate writing materials;
- have a go at all their homework activities.
- Speak to their teacher if they are unsure about, or if they have misplaced, their homework.

4. Types of Homework

4.1 All homework tasks and activities are designed to consolidate and reinforce skills and understanding in **Mathematics, English and Russian (reading, writing, grammar), World Around Us**, other areas or subjects (if relevant) and enhance cross-curricular and cultural teaching.

5. Frequency

KS1 (Year 1 and Year 2):

1. Homework in Year 1 is given out once per week. Homework in Year 2 is given out 2-3 times per week.

KS2 (Year 3- Year 6):

Homework is given out daily where possible. This will depend on how it complements the children's work in class. Children will record their homework in diaries.

6. Feedback

6.1 All children receive prompt feedback on their homework in a variety of forms such as:

- verbal
- written
- class discussion

6.2 Parents/carers are asked to:

- give teachers any feedback they feel might be useful;
- encourage their children to talk about the feedback they have received;

- contact the school if they have any concerns

7. Holidays

During the Christmas, Easter and Summer holidays, families will be given a list of suggested cultural resources and activities that they may wish to complete or take part in. During half term, please follow any instructions given by teachers should any homework be set.

8. Forgotten and incomplete Homework

7.1 It is our experience that children forget to bring back their homework on occasions. In such an instance the child will be expected to return their homework on the following school day. In cases where this does not occur, staff will talk to the pupil to find out their barriers to homework completion. If they continue to forget or not complete their homework over time, their class teacher or senior leaders will contact the child's parent/carer to discuss this with them.

9. Inclusion

8.1 In accordance with Azbuka's policy on inclusive education, the trustees and staff of Azbuka are committed to making homework accessible to all pupils. The expectations of completing homework tasks are the same for all pupils.

10 Differentiation

9.1 It may be necessary to provide differentiated tasks to suit different abilities and to meet the requirements of all pupils. Providing differentiated tasks will also make it possible for the homework task to be completed independently.

11. Special educational needs

11.1 It is the responsibility of the class teacher to set appropriate homework for all pupils and to provide tasks that can be undertaken independently. Whenever necessary, the class teacher should provide differentiated tasks for pupils with special educational needs.

11.2 The Special Educational Needs Co-ordinator should liaise closely with class teachers to co-ordinate homework tasks for pupils who may receive extra support.

12. Equal opportunities

12.1 The trustees and staff of Azbuka believe in providing all pupils, regardless of sex, race, gender or ability, with the same opportunities. We extend this belief to our Homework Policy and believe that it forms a fundamental part of our mission statement.

13. English/Russian as an Additional Language (EAL/RAL)

The trustees and staff of Azbuka School are committed to providing all our pupils access to homework. We recognise that we have a substantial number of children who speak English/Russian as an additional language and need to make provision for them to access homework tasks. Class teachers will use strategies such as giving extra oral explanations, providing differentiated tasks.

14. Monitoring the Effectiveness of the Policy

The effectiveness of this policy will be reviewed every two years or when the need arises, and the necessary recommendations for improvement will be made to the trustees.