مدرسة المتحدة الدولية
United School International
The Pearl Island جزيرة اللؤلؤة
an Orbital Education School

Primary School Homework Policy

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United School International

Primary, Homework Expectations

USI vision: to prepare all USI students for a rapidly changing world by instilling in them our core values of excellence, respect, responsibility, integrity and compassion.

As a school we believe that intelligently designed homework does play a valuable part in a child's education. Certainly, over a school career, homework can add a substantial amount of study time. We aim to ensure consistency of approach throughout the school by outlining the purpose, types and amount of homework set. We recognise the fact that the purpose of homework may change as students mature and that the needs of the individual student should be taken into account. As a staff, we give careful consideration to ensuring homework is suitable and well balanced across the school.

We believe homework works best when:

- Children and parents/carers are clear about what they need to do.
- Parents and carers are treated as partners in their child's learning.
- Tasks are planned in year groups.
- Homework builds on and helps to consolidate work done in class.
- There is a regular programme so that everyone knows what is expected each week.
- Homework is achievable by all students and adaptations are made where necessary.
- Teachers use data from homework to address any misconceptions and move children's learning forward.
- There is consistency in expectation across the school.

A Definition of Homework

Homework is learning that will help with, reinforce and extend schoolwork. It can therefore be defined as work or activities which students are asked to do outside lesson time, either on their own or with parents/carers. Homework should consolidate knowledge taught in class and is an opportunity for the students to practice recalling their knowledge/learning away from the school setting/teacher.

The Purpose of Homework

We set homework because:

- It helps the school develop an effective partnership between parents/carers and school.
- It provides opportunities for retrieval practice, helping to secure knowledge into long-term memory.
- It encourages the development of confidence; self-discipline and the organisational skills students need to study on their own and prepares them for the requirements of secondary school.

Timetable of Homework

Year group	Set homework	Hand-in / Completion of homework	How homework is shared & submitted	Reading books
Year 1	Thursday	Between 1 and 2 weeks to complete. Tuesday	Class Dojo. Use of Dojo Portfolio to submit.	Changed two times a week. Days dependent on class.
Year 2	Thursday	Tuesday	Class Dojo. Use of Dojo Portfolio to submit.	Changed two times a week. Days dependent on class.
Year 3	Thursday	Tuesday	Teams	Changed two times a week. Days dependent on class.
Year 4	Thursday	Tuesday	Teams	Changed up to two times a week. Days dependent on class.

Year 5	Thursday	Tuesday	Teams	Change on a weekly basis.
Year 6	Thursday	Tuesday	Teams	Changed on a weekly basis.

The precise amount of time spent on homework is less important than the quality of the tasks set and the way that they are planned.

To access Class Dojo Portfolio, the student will need to login, go to your class Dojo page and then click on Portfolio.

To access Teams, the student will need to login (ensure any VPNs are turned off). A tutorial video is available.

A homework book is provided for children to do workings out, practice and respond to homework. However, homework should be submitted online and the teacher will respond to homework online.

Monitoring of Homework

The Head of Year, alongside the Subject Leads and the Key Stage Leads will ensure that homework is planned to relate to and support the termly curriculum map. The homework will be shared with SLT to ensure consistency across the school and that it is of a high quality.

Class teachers will track the completion of homework and will communicate this directly with the students and their parents. Teachers will give reminders and discuss lack of homework with parents, as this could hinder their academic progress.

Feedback and Marking of Homework in School

Homework will be submitted to class teachers via Teams or Dojo Portfolio. Class teachers are responsible for the marking and feedback of all homework. The feedback will be in line with our school marking and feedback policy and ensure achievements are acknowledged. Feedback will be given through Class Dojo or Teams, depending on how it is submitted by the student. All homework is reviewed by the class teacher.

Our Homework Focus

English – Reading Comprehension	**Mathematics**	**Spellings**
Reading Progress on Teams or reading comprehensions on Dojo. Reading will include comprehension questions with a focus on intonation, pronunciation, vocabulary, inference, prediction, explanation, retrieval and sequencing or summarising. These skills are taken from the English National Curriculum.	Questions to consolidate the learning in class and the year group according to the English National Curriculum. At USI, we use White Rose Maths which is based on the Mastery approach to the English National Curriculum. Children work through units building on previous learning in topics including place value, addition and subtraction, multiplication and division, length, height, mass and volume, fractions, decimals and percentages, area, perimeter, algebra, shape, position and direction, money and time. Students will practice the methods they have used in class during the week to embed and deepen their understanding so it will not be new learning for them. Links to videos which explain concepts and methods within the specific unit children are exploring are shared. These can be used to support with Maths homework.	Spelling Shed – online platform. Taken from the English National Curriculum statutory word lists for the year group. These spellings are assessed on a Thursday within children's classrooms. The purpose of teaching spelling is for children to become proficient and fluent in spelling words they are likely to use in their writing. This gives them the confidence to write fluently, without getting caught up in thinking about how to spell a word and losing the flow of their writing. Children will have 10 spellings a week.
Topic based project	**Additional Online Mathematics**	**Reading – Home reading books**

Linking to current topic. Shared with classmates upon completion through photos/videos on Dojo or informal presentations by the children. This will incorporate Science and Humanities. This may last more than one week if appropriate.	NumBots – Year 1 and Year 2 Times Table Rock Stars – Years 2-6	Books are changed up to twice weekly if an adult has acknowledged the child has read at home. Books may be re-read for fluency. We expect students to read every day. We use a range of schemes including Reading Planet, Oxford Reading Tree, Big Cat, Project X as well as Read Write Inc. for our beginner readers. This ensures children have access to a range of genres to build their comprehension skills. Children are expected to read for: • Year 1 – 5-10 minutes a day • Year 2 – 10-15 minutes a day • Year 3 – 15 minutes a day • Year 4 – 15-20 minutes a day • Year 5 – 20-25 minutes a day • Year 6 – 20-30 minutes a day

Review and Evaluation

This policy is to be reviewed and evaluated each year by SLT, and approved by the Executive Principal

Last reviewed and approved: September 2025
Due for Review: September 2026

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