



Stebbing Primary School

‘Unhomework’ Policy

Created/updated:	June 2025
Ratified By Governing Body:	June 2025
Due for review	June 2027

Introductory statement

The school policy for 'Unhomework' has been developed collaboratively by the entire teaching staff and has received formal approval from the Governing Body. This policy reflects our shared commitment to supporting pupils' learning beyond the classroom in a structured and purposeful way.

Aims

Through this policy, we aim to:

- Ensure that parents have a clear understanding of what is expected of their child regarding 'Unhomework'.
- Promote consistency of approach to 'Unhomework' across all year groups within the school.
- Use 'Unhomework' as an effective tool to support the continued improvement of pupils' attainment and progress.
- Enhance the quality of learning experiences by extending opportunities beyond the classroom environment.
- Foster partnership between parents, pupils, and the school in supporting children's learning.
- Encourage pupils and parents to share and enjoy meaningful learning experiences together.
- Reinforce and consolidate classroom learning by providing additional opportunities for independent study.
- Support the development of essential skills and knowledge through ongoing practice and application.
- Encourage pupils to develop the responsibility, confidence, and self-discipline necessary for independent learning.
- Prepare Year 6 pupils for the transition to secondary education by developing their autonomy and organisational skills.

Reading

At Stebbing, we prioritise fostering a love of reading by ensuring that children are regularly read to and listened to, both at school and at home. We recognise that reading can take many forms and encourage children to engage with a wide variety of texts, rather than limiting their experience to designated reading books. The school expects all children to read at home a minimum of four times per week, as part of our commitment to developing confident, fluent readers.

Spelling

Children are assigned weekly spelling or phonics homework to reinforce the learning of key spelling patterns and phonetic sounds. These activities are to be completed using the Spelling Shed online platform. Where home access to the platform is not available, appropriate arrangements will be made for the child to complete the assigned tasks at school during break or lunchtime.

Children may be assigned additional tasks at home, as deemed appropriate by the class teacher, to support their individual progress. In such cases, the class teacher will communicate the details of these tasks to parents or guardians.

'Unhomework'

The aim of 'Unhomework' is to provide children with the opportunity to develop creativity, independence, and decision-making skills by allowing them to choose what they wish to work on at home. This approach aligns with our whole-school ethos of fostering self-directed learning. By Year 6, we aim to have equipped pupils with the ability to independently identify areas for development, understand the purpose behind their chosen tasks, and plan how they will approach and complete them. Children are encouraged to select activities of personal interest, with a strong emphasis on taking ownership of their learning through thoughtful planning and self-motivation.

Each class will run their 'Unhomework' as follows;



Wrens

In reception 'Unhomework' is known as Show and Tell. Children will be given a timetable at the beginning of the half term with some weekly themes to guide their Show and Tell for that week. Some will be simple themes that involve them bringing their favourite book or teddy to school and some will involve using a bit more imagination and creativity. It is important that your child brings their Show and Tell in every Friday to share with the class. *Show and Tell Theme Examples:*

- *5 Things About Me,*
- *My Family,*
- *My Favourite Animal,*
- *If I was a Superhero I Would be...,*
- *When I Grow up....*

Robins:



At the start of each half term children in Robins will be offered a small selection of project-based ideas, from which they choose one to complete. The children have complete freedom and ownership as to how they complete and present their 'Unhomework', having as little or as much adult help as needed. The 'Unhomeworks' will then be shared with the class, in an exhibition, within the last two weeks of each half term.

Kingfishers:



Children are expected to select an activity from the challenge cards within the class every two weeks. It is up to the children how they present their 'Unhomework'. 'Unhomework' will be shared every Friday so they can choose to complete it within the week or take two weeks. The challenge will be a sticker in their reading record books.

Woodpeckers:



Children will have the choice of several different 'Unhomework' titles which they will work their way through during the year. They will have two weeks to complete their 'Unhomework' in any way they choose and share with the class at the end of the two weeks. This work is expected to reflect the time frame given. If the tasks are not completed, children will be expected to attend the homework club.

Kestrels:



Each child is required to complete a minimum of two pieces of 'Unhomework' every half term and any 'Unhomework' brought in will be shared during the week that it is due in. I will always set a week beginning date so that we can stagger sharing. If the tasks are not completed, children will be expected to attend homework club

Ospreys:



Children are required to complete 9 'Unhomeworks' over the course of the year. It is up to the children how they manage this. Their 'Unhomework' will then be shared with the class and they will then self-assess and peer-assess their work within their 'Unhomework' booklet. All 'Unhomeworks' will be shared as and when appropriate during the school day. For all children who complete all 9 'Unhomeworks', they will be treated to a reward at the end of the year to reward their efforts.

Owls:



Children are required to complete at least two 'Unhomework' tasks every half-term satisfying the criteria and headings set out at the start of the year by the children themselves. Their 'Unhomework' will then be shared with the class and they will then self-assess and peer-assess their work within their 'Unhomework' booklet. If the tasks are not completed in the time set, they will be carried over into the next half term. All 'Unhomeworks' will be shared throughout the week. For all children who complete all 12 'Unhomeworks' by the agreed date, they will be treated to a reward at the end of the year to reward their efforts.

Recommended time allocation

'Unhomework' is designed to be manageable and should not place undue demands on pupils or their families. Typically, children will have at least one week to complete their chosen task, unless otherwise specified. Deadlines and timeframes will be discussed and agreed upon collaboratively with the class or, in some cases, determined by the children themselves, in keeping with the emphasis on autonomy and self-direction.

The following are government-recommended time allocations for homework activities, which serve as general guidelines to support consistency and balance across year groups:

- Years 1 and 2: approximately 60 minutes per week
- Years 3 and 4: approximately 90 minutes per week
- Years 5 and 6: up to 30 minutes per day

Role of the Teacher

- To provide a clear explanation of the 'Unhomework' task to both pupils and parents, either verbally or in writing.
- To establish a consistent routine for setting 'Unhomework'.
- To ensure that all 'Unhomework' tasks are meaningful and directly linked to the planned curriculum.
- To acknowledge and celebrate the efforts of pupils who consistently engage with and complete 'Unhomework' tasks.
- To facilitate regular 'Unhomework' sharing sessions, during which pupils have the opportunity to present their work to the class and explain their learning process.

Role of Parents/Carers

- To provide a quiet and suitable environment where homework can be completed, ideally with adult supervision to offer encouragement and support.
- To communicate the value of homework to their child and reinforce how it supports their learning and development.
- To offer praise and encouragement when homework is completed.
- To ensure homework is completed and returned to school within the expected timeframe.
- To monitor the time spent on homework and help ensure it remains appropriate for the child's age and stage.

Additional Ways to Support Your Child's Development

Parents and carers can further support their child's learning and development at home through a range of everyday activities. These experiences help to enrich learning, build essential life skills, and strengthen family relationships. Suggested activities include:

- Visiting libraries, museums, galleries, and places of interest to broaden knowledge and stimulate curiosity.
- Cooking together to develop skills in reading instructions, measuring, and following processes.
- Taking your child swimming to promote physical development and water safety.
- Playing games such as board games, card games, or ball games to encourage social interaction, strategic thinking, and coordination.

- Watching educational or informative television programmes together and discussing the content.
- Providing opportunities for creative activities such as cutting, sticking, sewing, painting, and other craft-based projects.
- Gardening and growing plants to support understanding of nature, science, and responsibility.
- Researching topics of interest together online, following safe internet use guidelines.
- Engaging in regular conversations about your child's schoolwork, their day, what they have been learning, and how they have been learning.

These activities not only support academic progress but also help children develop confidence, independence, and a love of learning.