



'Learning together through love, friendship, forgiveness and faith.'

Homework Policy

Introduction

In order that our pupils can attain the highest standard (spiritual, moral, social, cultural and academic), we recognise the crucial importance of a partnership between home and school. Homework is just one of the ways in which we seek to foster this partnership.

The decision on whether to set homework and, if so, how much, is now at the discretion of headteachers. The DfE still advises schools to keep a homework policy to explain their position on the setting of homework.

Aims and Objectives

Regular, well planned homework can:

- Enable pupils to advance their progress, skills and understanding in academic and social development
- Develop good work habits and self-discipline for the future
- Provide opportunities for individualised work and develop skills of independent learning
- Consolidate and reinforce learning done in school and assist in preparation for future class work
- Provide a context for pupil/parent interaction
- Help parents gain insight into their child's schoolwork and promote partnership between home and school

Homework is seen as 'an essential part of good education that supports children's development as independent learners'. Homework is one of the main ways in which children can acquire the skill of independent learning and begin to consider their time management. It can also best prepare them for secondary school homework expectations.

What is Homework?

Children should view homework as an extension of their school work and it should not be a chore. There may be occasions when some tasks are more challenging or difficult than usual as homework plays a positive role in reinforcing or consolidating something they are less secure with. We see homework as encompassing a wide range of possibilities. The following list gives just a few examples:

- reading independently or with a parent or adult
- a family visit to a local museum or park

- completing work or consolidating learning
- undertaking a project
- mathematics skills
- literacy activities
- using tools and materials to create an object
- we also acknowledge the important role of a balanced lifestyle and that play, choice and free time are essential ingredients in developing a child's growth

What the school will offer

Throughout the year, parents receive an overview of the curriculum and get the opportunity to meet with the class teacher to discuss progress and areas of study to be undertaken in relation to the National Curriculum. When teachers set homework, they will ensure that:

- It is always clearly related to current areas of study within the classroom or a revisit of previous learning.
- The task is made clear to children and matched to their ability, especially for those pupils with special educational needs.
- Time scales for completion and submission are fair and made explicit.
- Work is marked as promptly as possible and, where appropriate, involves the children.
- Problems or difficulties encountered by children are dealt with swiftly. Children should approach teachers themselves with queries as a first point. Teachers and parents can then follow this up if need be.
- Pupil engagement of homework is monitored.
- Opportunities for the regular, formal evaluation of homework are provided for teachers, parents and children as part of the on-going consultation arrangements.

Types and amount of homework

Progression is planned from Reception to Key Stage Two through the provision of appropriate activities and the increasing expectations we have of our children as they move up through the school.

We increase the amount of homework that we give the children as they move through the school. **All homework will be set on a Thursday and returned to school on a Wednesday.** The schedule for Brain Builders can be found further through this policy.

<p>Foundation Stage – Reception</p> <p>Each week:</p> <ul style="list-style-type: none"> • Reading daily to an adult – at least 10 minutes a day • Phonic activities • Learning of key words <p>Once per half term:</p> <ul style="list-style-type: none"> • Brain Builder task (see below for dates) <p><i>Homework tasks to be accessed via class webpage.</i></p>	<p>Key Stage 1</p> <p>Each week:</p> <ul style="list-style-type: none"> • Reading daily to an adult – at least 10 minutes a day • Spellings • Number facts and times tables. • (Year 2 will use Times Tables Rock Stars) <p>Once per half term:</p> <ul style="list-style-type: none"> • Brain Builder task (see below for dates) <p><i>Homework tasks to be accessed via class webpage.</i></p>
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<p>Lower Key Stage 2 (Year 3 & Year 4)</p> <p>Each week:</p> <ul style="list-style-type: none"> • Reading daily to an adult • Spellings • Times tables using Times Tables Rock Stars • 1 maths or English task linked to learning in school (This task should take approximately 20 minutes.) <p>Once per half term:</p> <ul style="list-style-type: none"> • Brain Builder task (see below for dates) <p><i>Homework tasks to be accessed via class webpage.</i></p>	<p>Year 5</p> <p>Each week:</p> <ul style="list-style-type: none"> • Daily reading (to an adult if necessary) • Spellings • Times tables using Times Tables Rock Stars • 1 maths or English task linked to learning in school (This task should take approximately 30 minutes.) <p>Once per half term:</p> <ul style="list-style-type: none"> • Brain Builder task (see below for dates) <p><i>Homework tasks to be accessed via Seesaw.</i></p>
<p>Year 6</p> <p>Each week:</p> <ul style="list-style-type: none"> • Daily reading (to an adult if necessary) • Spellings • Times tables using Times Tables Rock Stars • One maths and one English (reading comprehension or punctuation and grammar) task <p>Once per half term:</p> <p>Brain Builder task (see below for dates)</p> <p><i>Homework tasks to be accessed via Seesaw.</i></p>	

Brain Builders

Brain Builders are designed to link homework activities to those completed in the classroom and more specifically, the topic being studied. Brain Builders will ensure continuity across the school and make homework something that children can take control of, actively engage with and take pride in. Across the school, the Brain Builder task dates will be as follows:

EYFS, KS1 and KS2 Brain Builder Schedule for the Academic Year 2021-22

Brain Builders are set on the second Thursday of each half term. They are due to be handed in three weeks later.

Term	Date Set	Hand-in Date
Autumn	Thursday 09/09/21	Thursday 30/09/21
	Thursday 11/11/21	Thursday 02/12/21
Spring	Thursday 13/01/22	Thursday 03/02/22
	Thursday 10/03/22	Thursday 31/03/22
Summer	Thursday 05/05/22	Thursday 26/05/22
	Thursday 16/06/22	Thursday 07/07/22

Brain Builders will have a high profile and status in school. There will be time and opportunities in school to review, share and discuss the Brain Builder tasks as a class every time one is handed in. Each task will be introduced with a task sheet which will be stuck into your child's Brain Builder book. The task sheet will have a clear task related to the topic they are learning about, along with suggested activities and ways to approach the task – this will reflect the age and needs of the individual child. Children are encouraged to be as creative as possible and present their work in a way that they feel fit. **They must only use one double page in their scrap book for every task.** If more space is required, children can, for example, use additional paper to fold out or create a booklet. Adult input is encouraged but please do not do the work for them.

Brain Builder Presentation Ideas:

- Draw pictures
 - Label them
 - Take photographs
 - Write lists
 - Stick in food labels
 - Research from books or the internet
 - Write a poem or story
 - Interview a family member
 - Make a collage
 - Cut pictures out from magazines
 - Make a model
 - Draw a diagram
 - Draw a graph / pictogram
 - Conduct a survey
 - Any others that you can think of!
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- They can also display their work in their book however they wish: painted, coloured, in different types of writing (e.g. gel pens, biro), in collage, photographs, make models and take a photo of it for their book ...
 - They can include any work they would like to: poems, stories, information, plays, facts, instructions, interviews with family members, lift the flaps, pockets with letters in, pictures cut out from newspapers and magazines ...

Holiday Homework

It is expected that all children read regularly to maintain their reading standard and fluency, particularly during holiday periods of two weeks or more.

Teachers are not expected to supply additional homework because of unauthorised family holidays during term time, but will happily signpost you to activities and online materials.

Reading Books

All pupils are expected to read at home to an adult daily. Although many children enjoy reading modern books, it is also important to access classic texts and reading scheme books set at their level to enhance their range of traditional vocabulary through developing sound knowledge and understanding.

This is of vital importance so the children:

- learn standard English to support speaking and listening
- develop and extend their vocabulary
- understand words and phrases
- develop the ability to infer and deduce through questioning and reasoning
- increase their pace of reading

The Role of Parents

It is important that parents display a positive attitude to homework and value its significance. It is also necessary for parents to recognise that it is the children's responsibility to complete the work so teachers can monitor how well they work independently. The role of the parent is therefore largely to encourage their child to commence their homework, praise and encourage them through their homework and support them when necessary. To enable homework to be a smooth and enjoyable experience, parents need to discuss with their children the following:

- An appropriate time to do homework
- The best place for homework to be done
- How long the homework should take
- How much help they require

The reason why they may be reluctant or refuse to complete homework (if appropriate). It is imperative that the class teacher is informed if a child is unable to access the homework through a lack of resources so we can alleviate any homework pressures. If parents have any concerns or questions regarding the homework, they should, in the first instance, contact the child's class teacher who is happy to resolve any issues or concerns. If the concerns are persistent then please arrange to meet with the Phase Leader. For any formal complaint about the school homework policy or the way it is implemented; parents should follow the Complaints Policy and Procedures.

Pupils with special educational needs

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way.

Marking and Feedback

Marking and feedback is seen as an essential part of homework. It informs the teacher of the child's attitude and approach to homework, the level of effort taken, the child's understanding of the homework set and the strengths and areas for further development. Teachers will mark the homework they set each week and provide feedback when necessary. This can also be done verbally. Where possible, the teacher will go through the homework with the class to self-mark so they can identify their own strengths and areas for improvement or clarify misconceptions. Online homework will be monitored by the class teacher and house points will be awarded for all the projects undertaken.

Monitoring and Review

Reviewed: July 2021

Next Review Date: September 2022