

# Abbey Academies Trust



Every Child Matters

## POLICY

For

## Homework

**Amended**

January 2017	September 2021	
May 2019		
September 2020		

Every Child Matters within a loving and caring Christian environment

## **Introduction**

Homework is any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers. We believe that a partnership between home and school will enhance the learning of each individual child by promoting enthusiasm for acquiring knowledge and supporting positive attitudes to learning. Homework features as an important part of our Home School Agreement.

At Abbey Academies Trust we recognise the vital role parents and carers play in the education of their children. We strongly believe in the value of home-school partnership, of which our homework policy is an important element.

**As a RRS (Rights Respecting School – UNICEF) this upholds the following articles from the UNCRC (United Nations Convention on the Rights of the Child):**

**Article 17: Every child has the right to accurate information. Article 29: Every child has the right to be the best they can.**

This year we have once again reviewed our Homework Policy, including our systems and practices, regarding Coronavirus (COVID-19). We will ensure pupils have access to high quality remote education if necessary and that engagement is monitored.

## **Aims**

Through this policy we aim to:

- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment
- Use homework as a tool to help continue to raise standards of attainment and progress
- Provide opportunities for parents/carers, children and the school to work together in partnership in relation to pupils' learning
- Encourage pupils and their parents/carers to share and enjoy learning experiences
- Reinforce work covered in class by providing further opportunities for individual learning
- Practise or consolidate basic skills and knowledge, especially in maths and English
- Encourage pupils to develop the responsibility, confidence and self-discipline needed to study independently
- Prepare Year 6 pupils for the transfer to secondary school
- Ensure that parents/carers are clear about what their child is expected to do
- Ensure consistency of approach throughout the school
- **Encourage creativity and flair and the concept of 'take care' pieces of homework**

## **The nature of homework**

The nature of homework will change as pupils get older. For pupils in Reception and Key Stage 1, developing a partnership with parents and carers, and involving them actively in children's learning is a key objective.

Short activities of different kinds – reading together, learning spellings and number facts provide a very important opportunity for pupils to talk about what they are learning to an adult, and to practise key skills in a supportive environment. As pupils get older, homework provides an opportunity for them to develop the skills of independent learning, which they will need to continue lifelong learning and this should increasingly become its main purpose. It is important that pupils should gradually get into the habit of regularly devoting periods of time, which may not be long, to study on their own. By the time pupils reach Year 6 their homework programme will cover a wide range of tasks and curriculum content. This approach will benefit their learning and also ensure that, in relation to homework as much as to other aspects, their transition to Year 7 Secondary school is as smooth as possible.

Pupils in ALL age groups are expected to read regularly at home.

When appropriate, homework will be differentiated to take account of individual pupils' needs and may include:

### **Home Reading**

The importance of reading at home cannot be over-emphasised and we hope that pupils will read for pleasure in their own time. Pupils will be provided with a suitable school reading book, which can be taken home to read with a parent/carer or other adult. A reading or learning diary is provided for parents to sign and make comments when they have listened to or read to their child. Pupils in Upper Key Stage Two will be expected to take responsibility for their own reading books as necessary.

### **Spellings**

Spellings will be given to each child to learn. Spellings will be differentiated by pupil ability; others may be key words from topics.

### **Maths**

Homework may be provided for pupils to consolidate or revise particular mathematical skills which will have been covered in recent lessons as well as times tables, where appropriate.

### **English**

In Key Stage Two pupils may be given English homework in addition to spellings and reading. This may include consolidation of vocabulary, punctuation and grammar skills, development of reading comprehension and small writing tasks related to current work.

### **Topic Work**

Pupils will be given the opportunity to research topics they are studying in class as they move through Key Stage 1 and Key Stage 2. This research could be sourced from the local library, the internet or from family members.

Additionally, pupils will be provided with a 'palette of choice' in order to develop creative and 'take care' pieces of homework linked to topic themes. The expectation of number of pieces of work and dates to be handed in will be made clear to pupils and parents/carers when the

'palette of choice' is given out. These tasks aim to encourage more individual flair and to enthuse the children with their learning and research, as well as give you fun and exciting opportunities to work together at home.

**We also value support given to children at home by:**

- Reading to them for interest and enjoyment.
- Listening to them read as often as possible.
- Developing their research skills by providing suitable books, using the internet, helping them to find information and taking time to discuss topics concerned. This can include website and the internet (NB Safe internet use), or helping them to collect resources and artefacts.
- Promoting practical activities such as cooking, playing games and making things.
- Talking about the world around them and places they are visiting.
- Making good use of radio, television programmes which have learning opportunities eg Newsround, Planet Earth, BBC Bitesize.
- Being positive but selective about television viewing.

**Time to be spent on homework**

The following are government recommendations as appropriate time allocations for homework activities.

- At Key Stage 1 homework should take no longer than 15 minutes per night which can include reading.
- At Key Stage 2 homework will gradually increase in time taken to complete, but should take no longer than 30 minutes per night.

**Rewards and Sanctions:**

- All children will be praised appropriately for completing and handing homework in on time. This may include a house point, a sticker, being chosen for achievement assembly or taking their homework to show another member of staff such as the Executive Head teacher, or Head of School.
- Opportunities will be given for children to complete homework at school within the school week before the homework is due to be handed in, should they find it difficult to complete it at home.
- In KS2, if children fail to hand in their homework on 2 occasions or not meet the deadline for the completion of choice activities, then they will lose a Reward Day ticket or golden coins/stars, in line with their year group specific sanctions.

**Implementation**

**Foundation**

In Reception, the pupils take home reading books on a regular basis to read with parents/carers to reinforce the Key Words from the scheme presently being covered. Word cards and "sounds" may also be sent home.

At times, the pupils may be asked to bring in appropriate things from home for the discovery and investigation areas, the thematic display, the Curriculum week, etc. This encourages the pupils to develop an active interest, convey messages home and become organised themselves.

### **Year One and Year Two**

- Pupils take home a reading book, which is changed regularly. Pupils are encouraged to read little and often, (i.e. up to 10 minutes each day). A reading diary is also sent home to record any successes, concerns etc.
- A weekly high frequency reading/spelling list, appropriate to ability, is also sent home to learn.
- During the year, pupils will be asked to think about certain aspects of their Topic work, and may be asked to bring objects/photographs/information from home to support their learning in school.
- Pupils are also encouraged to practise number bonds and to learn the appropriate times tables.

### **Year Three and Year Four**

- The Learning Diary will have expectations of daily reading.
- There will be graded spellings each week with an assessment during the week.
- There will be set times tables to learn each half term using 'Times Tables Rock Stars'.

### **Year Five and Year Six**

- In upper Key Stage 2 reading at home is still extremely important as often as possible and pupils will also be set English and maths homework in Year 6 weekly. Children will also receive weekly spelling lists and times tables to learn using 'Times Tables Rock Stars'. In addition to this pupils may be set science or topic homework. These tasks may reinforce new concepts, consolidate skills or require information research beyond the classroom.

### **Role of teacher:**

- Teachers will establish a regular pattern for homework that parents/carers will be informed of including completion dates.
- They will ensure, as with all work, that homework is appropriately paced to suit all children.
- They will ensure that children are given feedback as to their progress.
- Teachers will inform parents/carers if a child regularly fails to do their homework.

### **Role of parent/carer:**

- Parents/carers should ensure that children have a suitable place in which to do their homework.
- They should ensure that all tasks are completed in the timescale requested by the teacher.
- To be supportive to the child whilst completing homework.

### **Manageability**

The homework programme is planned and managed by the class teacher so that demands on the pupils are even and balanced. Feedback on homework is given as soon as possible and a variety of strategies are employed in order to do this:

- Class discussion
- Tests
- Marking own work through dictated answers
- Individual comments
- Display
- Peer review

If pupils are absent from school because of illness then work will not normally be sent home. The assumption would normally be made that they are probably not well enough to work. It may happen that a pupil is off for a length of time, though is well enough to do some work at home, e.g. broken leg. In these circumstances the teacher and the parent/carer (and clinicians if appropriate), will agree what should be done, how it will be marked and what sort of help needs to be given. In such circumstances, the teacher should consult with the Year Leader/Class Teacher and they in turn will inform a member of the SLT and the SENCO.

### **Monitoring and Evaluating**

The Homework Policy will be reviewed annually. Its effectiveness will be assessed by the extent to which the policy is contributing to the progress pupils make at school and their attitude to learning. A homework questionnaire will be sent to parents/carers every two years.

Reviewed: Autumn 2021

Next Review: Autumn 2022