

FOULDS PRIMARY SCHOOL



Homework Policy

Rationale:

We believe that homework should be another way to support our vision for every child to become a 'lifelong learner'. It should therefore be fun, engaging and enhance the children's independence, confidence and resilience as well as consolidate previous learning and/or support new learning. We believe that homework plays an important part in education as a way of consolidating learning in school. We are also aware that pupils have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We will give careful consideration to ensuring homework is well-balanced across the school. This policy should be read in conjunction with our acceptable use policy; there is parental responsibility for supervision during online homework. The school's expectations around safe platform use are shared at the beginning of every academic year with pupils and parents are expected to read the AUP with their children.

Aims:

- Develop a consistent approach to homework throughout the school.
- Make sure that teaching staff, parents and pupils are aware of their responsibilities with regards to homework.
- Ensure that parents understand what is expected of their child.
- Encourage pupils to develop the responsibility and self-discipline required for independent study.
- Embed knowledge and support pupils' learning experiences via revision and reinforcement.
- Work with parents and involve them in their child's learning, and to keep them informed about the work their child is undertaking.
- Use homework as a tool for raising standards of attainment.
- Extend learning beyond the classroom.
- Give pupils further practise and a deeper understanding of skills, knowledge and concepts learned during the school day.

Legal Framework:

This policy has due regard to all relevant statutory and good practice guidance including, but not limited to, the following:

- DfE 'Ways to reduce workload in your school(s)'
- Ofsted 'School inspection handbook'
- Ofsted 'School monitoring handbook'

Roles and Responsibilities:

The headteacher and governing body will be responsible for:

- Monitoring the effectiveness of this policy.
- Reviewing this policy and making appropriate updates as required.
- Discussing with staff the extent to which this policy is being implemented.
- Monitoring the effectiveness of inclusivity and accessibility of homework.

Teachers will be responsible for:

- Planning and setting up a regular programme of homework for pupils.
- Providing an explanation of homework tasks and ensuring that all pupils understand what they have to do.
- Ensuring all homework is purposeful and links directly to the curriculum.
- Setting homework that is appropriate to pupils' abilities.

- Monitoring homework regularly and making sure pupils are completing it if that is the expectation.
- Acknowledging homework.
- Communicating with new parents about homework expectations
- Communicating with parents if there is a problem regarding homework.
- Setting homework that is consistent across classes within the phase.
- Ensuring homework takes equal opportunities into account and that the needs of pupils with disabilities are considered.
- Rewarding quality work and praising pupils who regularly complete homework.

Parents will be responsible for:

- Supporting and encouraging their child with regards to completing homework.
- Becoming involved in their child's homework and encouraging their child to have a positive attitude towards it.
- Making sure that their child completes homework to a high standard and on time.
- Providing suitable conditions and resources for their child to complete homework.
- Informing teachers of any issues that may arise and co-operating with the school to find a solution.
- Keeping the school informed of any change in circumstances which may affect their child's learning and ability to complete homework effectively.

Pupils will be responsible for:

- Taking responsibility for their own learning and submitting completed work in a timely manner.
- Having a positive approach towards homework.
- Putting the same effort into homework as class work.
- Making sure they understand the tasks that have been set and seeking clarification if required.
- Ensuring that they have everything they need to complete homework and returning to school all books and stationery needed to complete their homework.
- Taking pride in the presentation and content of their homework and performing to the best of their abilities.

Our Approach to Homework:

Prior to homework being set, teachers will ask themselves, 'Why am I setting this homework?' and 'How will this homework be useful to the pupil?' If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the homework is necessary.

Homework will generally, where appropriate be uploaded to an online platform where pupils and parents can view homework tasks, reducing printing costs and the number of lost homework sheets.

Pupils will receive homework books to complete some of their homework and will be issued with a homework folder to keep their homework neat and organised.

The amount of homework set for pupils will increase as they progress through their education.

Absences:

As homework is set over a period of a week online, if a pupil is absent from school due to illness or medical reasons on the day of issue, they will be able to access the homework online or ask their teacher for it on their return to school.

Pupils Who Fail to Complete Homework:

All pupils will be expected to complete homework on time.

Teachers will keep records of pupils completing homework which are regularly checked.

If pupils fail to complete homework, teachers may contact parents to find what the reason for this is.

Teachers will make efforts to support pupils who are struggling to complete homework and will raise any concerns regarding their pupils' ability to complete homework to the headteacher and/or parents as appropriate.

Marking Homework:

Homework will be acknowledged. Occasionally, homework will be marked orally with the pupil or class as it is important for pupils to see and understand their mistakes for themselves. As the children move up the school, there will be work that they are expected to self assess or mark. Adults will check that this has been completed.

Pupils with SEND:

A balanced approach to homework will be adopted for pupils with SEND depending on their needs, in consultation with the pupil's parents and the SENCO. Where appropriate, the school will set adjusted or specific tasks for pupils with SEND to support their learning from their starting points. While pupils with SEND may benefit from adapted tasks separate from the homework received by other pupils, they will also be encouraged to complete as much standard homework as is beneficial and suitable for them. Pupils with SEND will be supported in accordance with the school's SEND Policy.

Equal Opportunities:

The school will ensure that it provides the full range of opportunities for all pupils, regardless of gender, sex, disability, sexual orientation, ethnicity and social, cultural or religious background. All pupils will have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability.

Homework at Foulds:

EYFS:

Reading

Each child is expected to read every day to build confidence as readers, encourage a love of reading and fuel their imagination. Parents are encouraged to listen to their child read, read with and to their child and to discuss what has been read with them.

Optional Activity

Each week, staff set a suggested activity for Reception children which will either reinforce and build upon learning from the previous week, or help to prepare children for the following week. These activities will be practical and fun, and are not compulsory.

Phonics

Parents will be informed each week of the new sounds and Tricky Words learned in Phonics, and should help their child to learn them at home.

KS1:

Reading

Each child is expected to read every day to build confidence as readers, encourage a love of reading, develop a broad vocabulary and fuel their imagination. Parents are encouraged to listen to their child read, read with and to their child and to discuss what has been read with them. Books from the reading scheme are sent home weekly plus children have access to library books. We try to encourage children to select from a range of genres, authors and themes and include fiction, non-fiction and poetry.

Phonics/Spelling

High frequency word lists and sound mats are sent home at the start of the year. Parents will also be informed each week of the new sounds and Tricky Words learned in Phonics, and should help their child to learn them at home.

Over the term the focus spellings for each week are sent home to practise.

NB If a longer piece of English work, such as a reading comprehension, is set, spellings may not be sent that week to ensure there is no overload.

English

On occasion, the children are given an English activity instead of spelling that will help them with their current learning in class or will be a help with learning the following week. This may link to the topic that they are learning about. We strongly encourage these to be completed.

Maths

Yr 1 - **Children are set one piece of maths homework per week** to consolidate and extend learning. We strongly encourage these to be completed.

Yr 2 - **Children are set one piece of maths homework per week** to consolidate and extend learning. We strongly encourage these to be completed.

Part way through the year, Yr 2 also have access to Times Table Rockstars which they are recommended to play for 15 min a week to develop their multiplication and division facts recall.

Topic

The children may on occasion be given a task for one of the foundation subjects e.g. collecting resources for Art/DT.

KS2:

Reading

Each child is expected to read every day to build confidence as readers, encourage a love of reading, develop a broad vocabulary and inspire their imagination. Parents are encouraged to listen to their child read, read with and to their child and discuss what has been read with them following VIPERS questioning. Books are selected from a range of genres and themes and should include fiction, non fiction and poetry. Children will be issued books weekly if they are on the reading scheme.

Spelling

At the beginning of each half term children will be given age-related vocabulary lists to learn over the half term.

The expectation is that the children will learn and use these words within their work. The children will receive a weekly spelling list. So that the children learn to use and spell these words in context they will be assessed on their learning through different means eg online quizzes/games, worksheets, dictation.

Maths

There will be a weekly maths homework set that supports the learning in class that week; this may be in the form of work from their CGP booklet, a worksheet or online activities sent home. This is expected to take no more than 30 minutes. **Whilst completion of this is strongly encouraged in all year groups, it is only compulsory in Year 5 and 6.**

Children are expected to complete mental maths activities (30 minutes a week) to embed their knowledge of the four operations (addition, subtraction, division and particularly multiplication) through the use of resources such as Times Tables Rockstars (TTR). This will be included as part of half termly homework (see below).

Grid Homework

The topics that we choose at Foulds are designed to engage and inspire our children and we know that, with their interests piqued, they want to go on to find out more. We love this curiosity and want to feed it. Therefore, in Year 5 and 6 we will set children grid homework usually twice a year. The grid gives children an opportunity to work on different tasks and curriculum areas that interest them and learn more around these. The children must complete two of the tasks set within the time frame given (approximately 6 weeks that spans across a half term break) and can complete more if they would like. Year 3 and 4 also offer a Grid homework - usually in the Summer term when weekly homework routines have been well established.

CGP Booklet:

Year 3-6 children are issued CGP booklets for GPS, Reading and Maths. Homework tasks will be often set from these booklets.

Year 6:

During February half term and the Easter holidays, Year 6 will be given daily challenges in grammar, reading and maths that they are expected to complete.

In Upper Key Stage 2 there may be times in the year where there is more homework. This will be to consolidate learning, for example in grammar, reading comprehension or maths and this will be compulsory.

For extra guidance in helping children with homework please see:

<https://www.fouldsp.org/Homework/>

Homework will be acknowledged in marking and house points or colour recognition on the Good to be Green Behaviour chart.