

Victoria and Ebor Gardens



Homework policy

Policy updated:	September 2020
Adopted by LGB:	September 2020
Review date:	June 2021

The Ebor Gardens Primary Academy and Victoria Primary are committed to providing a broad, balanced and effective education for all the children who attend our schools.

We believe that homework is an important aspect of a child's education. We believe it encourages children to realise that learning can take place outside the classroom as well as promoting independent learning thus encouraging the child to take great responsibility for their personal progress. Homework allows parents, carers and the school, to work in partnership for the benefit of their child. This policy is based on current government guidelines which emphasise the importance of homework and how it helps your child to learn. The guidelines include how much time pupils might reasonably be expected to spend on homework. The amount and type of homework we set is at a level which we believe to be reasonable and manageable as well as in line with the guidance provided.

1. Introduction

Homework is anything that pupils do outside the normal academy day that contributes to their learning in response to guidance from the academy. Homework encompasses a whole variety of activities suggested by teachers and parents to support pupil's learning. For example, a parent/carer who spends time reading a story to their child before bedtime is helping with homework.

2. Rationale for homework

To be most effective, parents, carers, staff and the children need to understand the purpose of homework. We believe:

- It reinforces skills which have been taught in school and gives children the opportunity to practice what they have learnt;
- It encourages self-discipline as the children take responsibility for their learning;
- It promotes independent learning;
- It provides teachers with the opportunity to support and extend individual children;
- It sets standards for life and children become accustomed to working at home, preparing them for secondary school and future employment;
- It encourages children to share their learning with parents and carers;
- It encourages parents and carers to become involved with their children's learning.

We value the support of parents/carers and we believe that children will be successful if there is a strong partnership between home and school. We recognise that all children need leisure time and hope that our policy reflects a balance so children can extend and consolidate their learning with parental support while still allowing time to pursue other interests, play and enjoy free time. We firmly believe that homework should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play a significant part in the lives of many children but we are committed to developing a strong work ethic in all of our pupils' and do aim for 100% of pupils completing homework tasks weekly.

3. Aims and Objectives

- To enable pupils to make maximum progress in their academic and social development;
- To help pupils develop the skills of an independent learner;
- To promote a partnership between home and the academy in supporting each pupil's learning;
- To provide educational experiences not possible in the academy;
- To consolidate and reinforce learning done in the academy and to allow pupils to practice skills taught in lessons;
- To help pupils develop good work habits for the future.

4. Types of Homework

We believe children learn most effectively through repetition and therefore seek to reinforce classbased learning through weekly homework opportunities in the core areas of English (reading, writing and grammar) and Maths. We also endeavour to provide opportunities for pupils to complete homework from across the curriculum so that they have opportunities to pursue their own areas of particular interest or expertise each half term.

Reading We would hope that children read daily and that reading for pleasure is always valued and is not just confined to the total time spent completing homework. This would include fostering early reading skills. We promote a love of reading in every child. We encourage parents and carers to discuss their children's books and ask questions about them to ensure that there is understanding of their chosen book as well as accurate reading. Pupils are recognised for their efforts in reading through weekly certificates and the daily return of Reading Record Books, signed by an adult. This encourages a school wide commitment to reading which we view as a powerful component in overall academic achievement.

Spellings We recognise that pupils who are confident in their spellings are more confident and capable writers. From a young age, we therefore encourage pupils to learn a bank of spellings each week.

Mathematics We provide weekly mathematics homework activities which link into class-based learning, providing opportunities for pupils to consolidate their learning independently. We also believe the opportunity to explain their mathematical thinking to parents is a powerful mechanism for securing learning and hope that homework provides an ideal opportunity to do so.

In addition, we recognise that - in order to be maximally efficient in maths – pupils must have rapid recall of a wide range of mathematical facts. We encourage pupils to memorise these using technologies for learning as part of their weekly class-based learning and homework. All pupils have access to online mathematics learning platforms and their use of these is facilitated during classbased learning and also encouraged at home.

Topic Half termly, we encourage pupils to complete a home-learning project with parents in relation to an upcoming topic. These are often open-ended projects which can include art, design technology, computer based or written projects. These provide an excellent opportunity for learning between the generations, with children learning topics which will be familiar to you from your own learning at school. We hope that you will take the opportunity to talk with your child about what you know about a particular topic, to look for additional information on the internet or in libraries and generally enjoy learning together. Pupils thoroughly enjoy this mode of homework and are most proud of their project learning outcomes.

▪ Amount of Homework

We increase the amount of homework that we give the pupils as they move up through the academy towards preparation for high school. In addition to reading each day, we expect Key Stage 1 pupils to spend approximately 1 hour per week doing homework. We expect pupils in Years 3 and 4 to spend approximately 1.5 hours per week on homework and pupils in Years 5 and 6 to spend approximately 2 hours per week.

	English	Maths	General
Foundation Stage (FS2)	<p>Daily reading.</p> <p>Phonics weekly – includes learning the code and revisiting class-based learning (reading and spelling).</p> <p>Learn to read common words by sight – weekly.</p>	<p>Parents are encouraged support their child's early maths skills through frequent counting, practicing number recognition and formation and singing number songs and rhymes.</p> <p>Complete maths tasks when provided.</p>	<p>Parents are provided with a homework grid which provides a range of homework tasks relevant to planned learning for the half term. Parents are encouraged to complete a chosen task each week.</p>
Key Stage 1 (Years 1 & 2)	<p>Daily reading.</p> <p>Phonics weekly – includes learning the code and revisiting class-based learning (reading and spelling).</p> <p>Weekly completion of either writing, reading comprehension or grammarbased tasks.</p>	<p>Complete maths tasks which include formal calculations weekly.</p> <p>Complete online learning to increase the rapid recall of a range of mathematical facts.</p>	<p>Parents are provided with a homework grid which provides a range of homework tasks relevant to planned topic learning for the half term. Parents are encouraged to complete a chosen task to support the launch of a new topic or theme.</p>
Lower Key Stage 2 (Years 3 & 4)	<p>Daily reading.</p> <p>Spellings weekly – includes learning a particular spelling pattern to memorise the spelling of a bank of words.</p> <p>Weekly completion of either writing, reading comprehension or grammarbased tasks.</p>	<p>Complete maths tasks which include formal calculations weekly.</p> <p>Complete online learning to increase the rapid recall of a range of mathematical facts.</p> <p>Year 3 & 4 includes a heavy focus on memorising times tables facts.</p>	<p>Parents are provided with a homework grid which provides a range of homework tasks relevant to planned topic learning for the half term. Parents are encouraged to complete a chosen task to support the launch of a new topic or theme.</p>

Upper Key Stage 2 (Years 5 & 6)	<p>Daily reading.</p> <p>Spellings weekly – includes learning a particular spelling pattern to memorise the spelling of a bank of words.</p> <p>Weekly completion of either writing, reading comprehension or grammarbased tasks.</p>	<p>Complete maths tasks which include formal calculations weekly.</p> <p>Complete online learning to increase the rapid recall of a range of mathematical facts.</p> <p>Year 5 & 6 includes a heavy focus on solving a range of mathematical problems, utilising knowledge and skills acquired throughout their primary years.</p>	<p>Parents are provided with a homework grid which provides a range of homework tasks relevant to planned topic learning for the half term. Parents are encouraged to complete a chosen task to support the launch of a new topic or theme.</p> <p>In preparation for SATS tests, Y6 pupils may also be encouraged to complete particular tasks within provided Revision Guides.</p>
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5. Responsibilities

It is our expectation that homework will be completed with due care and returned on time. Teachers will offer opportunities through the week to provide support for children to help them with any homework that is confusing or difficult for children to complete. Where homework is frequently missing or not completed, late or of poor quality, pupils will be expected to complete homework in a lunchtime homework club and the children's parents or carers will be contacted by the class teacher. Class teachers will co-operate closely in their Key Stages to ensure that similar content and expectations between classes is in place.

The Head of School will:

- Promote the school homework policy to staff, parents and pupils
- Monitor and evaluate the efficiency and effectiveness of the policy

The class teacher will:

- Set regular homework activities which will include both practical and written tasks
- Provide adequate and appropriate feedback to pupils through praise and encouragement, marking or testing (as appropriate)
- Set high expectation of pupils in completing homework

Parents and Carers should support their children by:

- Providing a suitable place where your child can do their home learning
- Make it clear to your child that you value home learning, and support the school in explaining how it can help raise attainment
- Support the completion of activities set by the teacher
- Ensure and check that tasks are completed on time and to a suitable standard
- Being actively involved in joint homework activities
- Contact their child's class teacher if they have any questions or to share concerns about their child's ability to complete homework tasks set
- Contact the headteacher if they have queries of a general nature regarding homework.

Pupils should:

- Do their best to complete tasks as instructed
- Ask for help as appropriate
- Gain increased motivation and enjoyment through home learning.

Home learning should benefit teacher, pupils and parents by providing support and information to enable pupils to build confidence and make progress.

Equal Opportunities All children are provided with equal access to homework. We aim to provide suitable learning opportunities regardless of gender, religion, ethnicity or home background.