



Homework Policy

Date Agreed by Governors: _____

Review Date: _____

Signed: _____ (Chair of Governors)

Signed: _____ (Headteacher)

HOMEWORK POLICY

‘Growing Together, Respecting Each Other’

Introduction

This policy has been reviewed and amended following input and feedback from:

- parents (via our annual questionnaire)
- pupils (via pupil voice and class questionnaires)
- staff (via individual questionnaires and evaluations)
- governors (via discussion at sub-committee meetings)
- research using national registers of impact measures for interventions, including homework

The aim of homework

- To support the recovery curriculum following National lockdown for Covid-19
- To raise standards of achievement
- To consolidate and reinforce skills and understanding, including independence, confidence and communication
- To extend and broaden school learning

The nature and types of homework

As a school we have taken the decision that homework should focus on those activities which have the most impact upon achieving Age Related Expectations for all children.

For Pre-School and Reception:

Pupils will receive one home based learning task every 2 weeks which should be completed and returned to school or shared with school.

These home based learning tasks feed directly into the evidence used to assess younger children against their early learning goals.

For pupils in Yr1 – Yr6:

Reading (including Reception)

We expect ALL pupils to read at least 3 or 4 times per week at home. The aim is for daily reading for ALL children. This reading could be a school ‘Book Banded’ text or could be something else which interests and is appropriate for your child, such as a library book, longer novel, comic or magazine. Whatever is read we expect a comment added into their Reading Journal – this could be written by themselves or by an adult.

Spellings

ALL pupils will receive appropriate spellings either weekly or fortnightly. These will be tested in school. Feedback will be given to the pupils. These spellings link directly to the national Age Related Expectations for each year group.

Multiplication Tables

Pupils work their way through learning the multiplication tables, up to 12 X 12. For each set of tables pupils will also be expected to learn the relevant division facts associated with it – knowing that $7 \times 5 = 35$ and that $35 \div 7 = 5$

These are tested weekly in school and feedback will be given to pupils regularly; this is in preparation for the annual DfE National Multiplication Test which is taken in the summer term of Y4. Children should be using ‘TT Rockstars’ regularly - each year group will have an agreed amount of sessions they need to complete each week, in school and ideally further practice at home.

Homework Heroes

Children in years 1-6 will be sent home a sheet each half term (6 half terms per year), and each Homework Hero sheet will have a theme or topic that will be covered and last for 6 weeks. There are different tasks on each sheet and for each piece of homework returned they will gain points - the simpler tasks or pieces of work will gain 1 point, whilst a more complicated task will have either 2, 3 or 4 points. The idea, with your support, is that children will be able to access a task at their own level, or ideally, challenge themselves! Tasks will fall into 5 groups: writing, reading, spelling & grammar, maths and a research task. The more tasks that are completed the more points, and points make certificates.

The completed homework tasks will be spread out over 6 weeks and returned weekly to class teachers via ClassDojo, or paper copies can be sent in – PLEASE RETURN ONLY ON A WEDNESDAY. The teachers will check the work and allocate the points on a class tracking sheet.

IDL

These are online activity sites which assess a child's starting point and provide appropriate consolidation and challenge modules of work, involving short activities to consolidate skills. IDL focusses on English skills. All children have been given their log on details, however if this has been mislaid please see Mrs Fleming.

Class teachers may give out additional home tasks to all, or specific pupils throughout the year based on 'gaps' or common misconceptions which need to be addressed following in school assessments. Staff will communicate the expectation and time scale for these – some may be longer term practise skills linked to letter formation, others may be a short, 'one off' activity to ensure that a concept is solidly understood.

Year 5 & 6 pupils

In addition to the reading, spelling and multiplication tables practise pupils may receive additional consolidation tasks throughout the year based on English and Maths skills which link to their end of year SATs. Year 6 pupils also use Monster SATs for English and Maths.

Timing and frequency of homework

The expectation is that Reading, Spelling practise and Multiplication tables practise will take place weekly; the ideal would be for a small amount of daily practise, but the minimum expectation is for tasks to be practised weekly. Homework Heroes should be completed at regular intervals and returned to school on a WEDNESDAY. In the case of absence due to illness we will not send tasks home. We would assume that the child was too ill to work and would prefer them to regain their health before resuming school work.

Role of the Class Teacher

Class teachers will ensure that pupils receive Spelling lists and Multiplication Tables which are appropriate to their End of Year expectations and their current level of development, and that these are shared via the class website. Class teachers will ensure that feedback is given to pupils/parents regularly on their progress.

Role of Parents/Carers

Parents and carers should support the school in ensuring their child/ren attempt homework activities, and if needed seek additional guidance on completing tasks from the class teacher.

They should ensure their child/ren have a suitable place where they can concentrate, and actively be involved in supporting their child/ren to complete the tasks.

Parents and carers should praise their child/ren for their efforts and make it clear that they value homework and the role it serves in furthering their child/ren's learning.

Home activities due to extended absence

If a child is absent for a length of time, e.g. with a broken leg, the teacher and the parent/carer will agree on suitable tasks which may be completed at home, and how the tasks will be marked and replenished. **In such circumstances the class teacher will first consult with the Headteacher.**

In the event of a Covid-19 local lockdown or a closure of a year group in school, work will be shared with parents via ClassDojo. In addition to this, there is a home learning page on the school website that can be accessed from home. A Remote Learning Plan has been developed with teachers and has been shared with parents/carers. The plan sets out how school will provide learning opportunities should a child, year group or whole school need to isolate.

It is not possible to give homework tasks when parents take pupils on leave of absence for exceptional circumstances during term time.

Equality Statement

At Sherdley Primary, we aim to ensure that no member of the school community experiences harassment, less favourable treatment or discrimination within the learning environment because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs.

We value the diversity of individuals within our school and do not discriminate against anyone because of 'differences'. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when devising and implementing school policies and procedures.

This policy is available in alternative formats upon request.