



Roebuck Academy

Homework Policy 2022

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Introduction

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

Rationale for Homework

Homework is a very important part of a child's education and can add much to a child's development. We recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly from the mutual support of parents and teachers in encouraging them to learn both at home and at school. Indeed, we see homework as an important way of establishing a successful dialogue between teachers and parents. One of the aims of our school is for children to develop as independent learners. We believe that homework is one of the main ways in which children can acquire the skill of independent learning.

Homework plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We are aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the fullest only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

Aims and objectives

The aims and objectives of homework are:

- 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 school in supporting each child's learning
- to enable all aspects of the curriculum to be covered in sufficient depth
- to provide educational experiences not possible in school
- to consolidate and reinforce learning done in school and to allow children to practise skills taught in lessons
- to help children develop good work habits for the future

Types of Homework

Teachers set a variety of homework activities. From the Early Years Foundation Stage onwards, we encourage the children to read by giving them books to take home to read with their parents. We give guidance and information to parents to help them achieve the maximum benefit from this time spent reading with their child.

Early Years Foundation Stage

In Nursery and Reception children should read, be read to or share a book at least 5 times a week. One book, sent home, will be for your child to read to you. It has been carefully chosen so that they can sound out all of the words (decodable). The other book has words inside that your child may not be able to read yet. It is for the parent/carer to read to the child and talk about together.

Reception children will also have high frequency words to learn each week which are placed into the inside of their reading journal. School learning and suggested home-learning tasks are outlined in a letter sent home via Tapestry to parents weekly. Any activities carried out with children at home can be uploaded to Tapestry.

Children will also be asked to complete basic maths, reading or phonics skills using a practise book when they are ready to do so.

Children will also be given access to an online website Numbots, where they can practice their number bonds weekly.

Key Stage 1

Children should read 5 times a week. Reading should be recorded in your child's Reading Record Books daily. We ask children to learn high frequency words for phonics weekly. Spellings are sent home daily so that parents know what is being learnt in school and can help their children practise at home for weekly tests. We ask that children practise their spellings daily. Spelling books will be sent home and expected in school every day.

Children are also given relevant number and times tables facts to learn on a weekly basis. Spellings will be sent home on a Friday with the spelling test taking place on a Thursday. Number and multiplication facts are sent home on a Friday and tested on a Thursday so that parents know what is being learnt in school and can help their children practise at home for weekly tests. A Topic based activity will be sent home on a half termly basis.

Children will be given access to the Numbots (Year 1) and TT Rockstars (Year 2) websites where children will be expected to practise their number bonds/times table facts throughout the year.

In Year 2, the children will be given CGP SATs revision packs. These will be sent home on a Monday for children to complete the work by Friday. The activities set will always be based upon what the children have been learning in class.

Key Stage 2

Children should continue to read 5 times a week for at least 20 minutes each day. This should be recorded in your child's Reading Record Books on a daily basis. In Year 3 to 6 the children are given relevant times-table facts and spellings to learn each week and are expected to log into TT Rockstars at least 5 times a week to practise their fluency with multiplication and division facts. The school pays for this online subscription through our pupil premium funding.

Spellings are sent home so that parents know what is being learnt in school and can help their children practise at home for weekly tests. Spellings will be sent home on a Monday with the spelling test taking place on a Friday. As a school, we use 'No Nonsense Spelling' as a scheme of work to support the learning of spelling throughout Key Stage 1 and 2. Year 3 and Year 6 will not undertake weekly spelling tests as they are trialling a new spelling scheme, but class teachers will check that their spellings are being learnt on a weekly basis.

Children in Key Stage 2 are set a Mathematics task each Monday, linked to the learning they have completed the previous week and a problem-solving task which is accessed through Google Classroom or a paper copy can be requested, both of which are due in by the Friday of the same week. Passwords for both Mathematics and Google Classroom can be found in the front / back of your child's reading record.

In Year 6, the children will be given CGP SATs revision packs. These will be sent home on a Monday for children to complete the work by Friday. Each week, certain activities will be allocated to the children, so they are aware which tasks they must complete. As well as CGP books, children will also be given a username and password for SPaG.com. Tasks on this website, will be set each week to assess the children's understanding

We continue to give children the sort of homework activities outlined in the paragraph above but we expect them to do more tasks independently. A Topic based activity will be sent home half termly.

Completing homework

We increase the amount of homework that we give the children as they move through the school. We expect Key Stage 1 children to spend approximately one hour a week completing homework, including reading with a parent. We expect children in years 3 and 4 to spend approximately one and a half hours a week on homework and children in years 5 and 6 to spend approximately two hours per week. This is in line with the Government's recommended time allocation, based on current good practice, as set out in Homework: 'Guidelines for Primary Schools and Secondary Schools'.

Each class has a set day when their homework is given and each class also has a set day for returning the homework. Teachers will not be marking homework but will acknowledge this with their initials or a tick. All homework is differentiated to suit children's needs. We expect parents to regularly support the school with the homework policy – and this is stated in the 'Home-School Contract' which is a signed document when a child begins at the school. If homework is not completed, the class teacher may discuss this with both child and parent.

Pupils with Special Educational Needs and Disability

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 additional/special needs, we endeavour to adapt any task set so that all children can contribute in a positive way.

The role of parents

Parents have a vital role to play in their child's education and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly and by discussing the work that their child is doing. If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the EYFS Assistant Headteacher, KS1 Assistant Headteacher relevant phase leads Finally, if they wish to make a complaint

about the school homework policy or the way it is implemented; parents should contact the school's senior leadership team.

Monitoring and review

It is the responsibility of our Senior Leadership team to agree and then monitor the school homework policy as well as the Home-School Agreement.

Reviewed: September 2022

Next Review: September 2023