



# ENGAYNE PRIMARY SCHOOL

## Statement of Policy for Homework

Homework helps in the development of lifelong learners, who are able to organise and manage their own time, show resilience when facing problems and be independent thinkers. At Engayne Primary School, we believe homework should not be considered as an optional extra, but as an essential part of the excellent and enjoyable education we offer to our pupils.

### **This Policy aims to**

- Explain why homework is an important part in the overall development of a child's education.
- Clarify the roles and responsibilities for all those concerned with the setting and completing of homework;
- Ensure that there is consistency of approach throughout the school in the setting and marking of homework.
- Encourage teaching staff to provide engaging and challenging homework tasks that will help develop long term learning strategies.
- Identify how the school intends to provide quality and diversity in the learning opportunities offered to pupils.
- Ensure that all pupils have equal opportunities to achieve and make progress through the homework being set.
- Ensure that parents/carers have a clear understanding about expectations for homework and their role in supporting their children in this aspect of learning.
- Help support the development of confident, independent pupils who are prepared for secondary transfer at Year Six.

### 1. **Purposes and Aims of homework**

- To encourage pupils to develop skills, confidence, self-discipline and motivation to study effectively on their own.
- To develop enquiring minds and the resilience needed to be a life- long learner.
- To offer diversity to the quality of learning that children can experience outside the classroom.
- To create opportunities to consolidate the skills and understanding developed at school, particularly in Literacy and Numeracy.
- To extend learning by making use of resources which are available at home e.g. adult support, reference books, computers.
- To provide opportunities for parents and the school to work in an effective partnership in pursuing the aims of the school.
- To encourage parental involvement in their children's education through the sharing of enjoyable learning experiences.

## **2: Responsibilities for provision, completion and monitoring of homework**

The implementation of this policy is the responsibility of the Head Teacher and all teaching and non-teaching staff. All stakeholders must ensure that plagiarism does not take place when completing homework.

### **2a The Homework Lead**

1. Is responsible for keeping the Head teacher and SLT updated with the organisation and setting of homework across the school.
2. Will provide staff, pupils and parents with relevant updates concerning homework.
3. Will support staff when implementing homework changes.
4. Will monitor and evaluate the homework policy.

### **2b Class teachers**

1. Will set purposeful homework to be done in line with the aims of this policy.
2. Will do his/her best to ensure that homework being set is, where appropriate, differentiated and is manageable for pupils, parents and staff (to mark) in the time available.
3. Are responsible for ensuring that pupils and parents have a clear understanding of the homework task being set;
4. Will provide written feedback or opportunities for verbal feedback on homework.
5. Should check that the student's homework book or reading diary is being signed by the parent / guardian and respond to any comments sent in by parents.
6. Should inform Phase Leaders or Homework Lead if there are issues surrounding homework tasks.

### **2c Parents and guardians**

1. Need to help reinforce the importance of homework to their children, by explaining how the skills they are developing will enable them to become a more independent learner.
2. Should provide a suitable working atmosphere in which children can complete homework.
3. Should be responsible for keeping themselves informed about the types of homework being set and any given deadlines, by checking their children's homework book or by contacting the school.
4. Should check that homework tasks have been completed appropriately and should sign reading diaries every week.
5. Must let the school know if they or their child are experiencing difficulty with the type or amount of homework set by the school.

### **2d Pupils**

1. Must listen to homework instructions in class, and ask if they have not understood what to do.
2. Must ensure that homework is completed, and handed in by the deadlines given.
3. Should complete all work to the best of their ability.
4. Need to inform the class teacher of any difficulties that the homework is causing them.
5. Are responsible for keeping their homework books and reading diaries organised and neat.

### 3 Expectations

As a school we understand that:

- Children are tired at the end of the school day.
- Primary school pupils have commitments in the evening through attending clubs.
- Children work at different speeds and so expect parents to use discretion to ensure that the time spent by their child is reasonable.
- It can be difficult for busy parents to make time to support children with their homework every evening.

For these reasons the homework given will be spread over a week or longer and need not be completed on any one day, although deadlines must be adhered to.

#### 3a Quantity of homework Provision

The amount of homework set is differentiated across the school to take account of the needs of the children within each phase of their learning. Below is the minimum amount of time that pupils within these phases are expected to spend on weekly tasks. We are aware that some parents may consider this too much, whilst others would say it is not enough, however we have set an amount which most people feel is reasonable.

School phase	Time expected to be spent on homework per week	When homework is set
Foundation Stage	30 minutes	Homework is not set in the Foundation Stage during the autumn term.
Years 1 and 2	1 hour	In Years 1-6, Homework is set from week 3 in the autumn term.  Homework is not set during school holidays.
Years 3 and 4	1½ hours	
Years 5	2 hours.	
Year 6	2 ½ hours.	

#### Exceptions:

Pupils in Year Six may have additional homework set during the spring and summer terms, in order to prepare them for SATs and secondary school.

#### 3b Types of Homework Provided

Homework	Possible tasks	Evidence
<b>Reading.</b>	Reading school banded books. Reading books from classrooms or home. Online reading books selected from Bug Club.	All reads must be recorded in the children's reading diaries. School expectation is that children read at least 3 times per week.
<b>Spelling</b>	Learning letter sounds and names. Learning phonic patterns. Learning words using spelling rules. Learning words from the statutory word lists. Complete spelling tasks on Bug Club.	Children will use homework books to: <ul style="list-style-type: none"> <li>• Write out spellings.</li> <li>• Put spellings into sentences.</li> <li>• Complete spelling tasks.</li> </ul> Children will be tested every two weeks on words being learnt at home.
<b>Vocabulary</b>	Working out the meaning of new words and phrases.	Children use them in the correct context by either writing or verbally constructing sentences to use them.

<b>Homework</b>	<b>Possible tasks</b>	<b>Evidence</b>
<b>Maths</b>	Learning number pairs and number bonds. Online number skills using Numbots. Online Times Tables using Times Tables Rockstars and Hit the Button. Online maths tasks using MyMaths.	Children will use homework books to write out number calculations and times tables. Weekly MyMaths tasks have been completed.
<b>Topic</b>	Online tasks linked to the topics being taught using the Oak Academy website.	
<b>Project based work</b>	Independent learning project.	Foundation Stage will not be set a project. Year 1 will complete 1 project. Years 2-6 will complete 2 projects.

### **3c Completion of tasks.**

1. Unless we have been notified by a parent or guardian, with a valid reason, as to why their children were unable to produce their homework task, it is expected that all pupils will be able to complete tasks at home.
2. We will encourage pupils to complete all tasks set; however, if completion of a task is vital to children's progress and it has not been possible to do so at home, they may be given the opportunity to do the work at lunchtime under the supervision of a teacher.
3. If a pupil is absent when a task is set then the teacher will speak to the pupil and come to an agreement about whether it is possible or appropriate to complete the activity.
4. If a pupil is absent for a prolonged period then homework and suitable class work activities will be sent home.
5. If the school is unable to open for more than a week, then staff will set work for pupils to complete at home. This may be a mixture of packs that are sent home to children and online tasks set using Bug Club, MyMaths and resources from the Oak Academy website. Please refer to the school's remote learning policy.

### **4. Inclusion.**

1. Teachers plan for homework as part of their weekly year group meetings; this ensures that the homework set is appropriate to the work being covered in class.
2. Learning spellings and multiplication tables and completing tasks which are used to consolidate skills will be differentiated, where appropriate, in order to take account of individual pupils' needs.
3. Project based tasks will not be set as differentiate activities, thus enabling all children to access them at their own level and all outcomes will be valued by staff, other pupils and put on display in assemblies and around school.

#### **4a Children with Special Educational Needs.**

1. Children with special educational needs (SEN) are not isolated from their class group by not being given homework. The class teacher and SENCO will identify needs of specific pupils during termly review meetings and this information will be used to provide homework tasks that are accessible. Parents of pupils with special needs can discuss with the SENCO and class teacher ways in which they can support their children with their tasks and the school will offer a weekly homework and an IT research club to further support children with SEN.
2. More able children and those who are considered Gifted and Talented should be given the opportunity to:
  - achieve more demanding targets;
  - attempt tasks that the rest of the class is not going to do;
  - extend their individual talents.

#### **5. Recording Homework Tasks**

1. Teachers should keep a record of homework set and pupils who are completing tasks. Each child will have a reading diary, in which the adult listening to the child read is expected to record in.
2. Each child will have a homework book in which they can record homework activities. Where a child completes 3D homework, this can be photographed and glued into homework books.

#### **6. Marking and Feedback of Homework Tasks.**

1. Whilst it is important that all homework tasks are valued, it must be recognised that the marking of homework can place a significant extra burden on teachers; tasks should be set to ensure that the amount and timing of marking required is manageable.
2. In some cases, homework will be marked in detail in accordance with the Marking and Feedback Policy. Not all homework is expected to be marked formally. It may be marked together in a class or groups. Sometimes pupils may be asked to present their homework to the class and verbal feedback may be given, which will be shown with a 'V' placed on the work.
3. All work is to be valued.
  - \* Stickers and stamps will be used on work for positive reinforcement.
  - \* Pupils will be rewarded with house points for completing tasks.Teachers will explain to their classes what the children will need to do, in order to collect a reward.
4. Homework will be displayed in classrooms and around the school and each half term the children will have the opportunity to share their work or projects with other year groups through Homework Celebration assemblies.

## **7. Communication with Parents and Guardians.**

1. A summary of what is being taught in classes and the relevant learning project homework is placed on the school website and emailed to parents at the start of each half term.
2. All homework tasks should be printed on the school format and glued into children's book, so that parents have easy access to what is expected of their children each week. This task will also be sent to parents via a Squid email and placed on the year group page on the school website.
3. To achieve consistency for parents, pupils and the school the same format is used when communicating what weekly tasks and expectations are within each year group.
4. Children's homework books or reading diaries can be used as a form of communication between home and school where both teacher and parents can record comments about progress and attitude to the tasks set or if there were any difficulties that need to be addressed.

## **8. Monitoring quality of provision, standards of work and achievement**

1. The quality of children's work and standards of achievement will be monitored by the class teacher on a weekly basis, whilst work is being marked. They will take appropriate actions to both reward those children who are meeting expectations, and offer support to those who are identified as not yet meeting expectations.
2. The Head Teacher, SLT and Homework Lead will review a sample of reading diaries and homework books each year in consultation with all teaching staff.
3. The Homework Lead will monitor the types of homework being set by reading the half termly project tasks that are kept on the Staff CRL and through looking at homework books each term in consultation with all teaching staff.

## **9. Evaluation of this policy**

At the end of each academic year the Homework Lead will evaluate the effectiveness of Homework throughout the school by talking to pupils, staff and parents to collect their views and experiences.

The Homework Lead will use this information alongside evidence taken from books to answer these questions.

1. Whose needs have been met?
2. Whose needs are not being met and why?
3. What are the problems that require short and long term solutions?
4. What is the relationship of homework to the curriculum?
5. How can policy and planning be more effective?

## **10. Review**

This policy will be reviewed annually.

Reviewed by: A Parr October 2020