

# Engayne Primary School Homework Policy

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## **Introduction**

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.

## **Vision statement**

Homework at Engayne is about providing our children with enjoyable learning experiences that will: challenge them to develop deeper thinking; foster a lasting interest and a desire to independently find out more; be able to make sense of their world, and inspire them to want to be independent learners beyond their time with us.

## **1a. 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.

## **1b. Through the setting of homework, we aim to:**

- 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, Numeracy and Science.
- 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.

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## **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 reading diary is being signed by the parent / guardian and respond to any comments sent in by parents.
6. Should check and reward children who are completing tasks, including those completed on line, such as Times Tables Rockstars and Bug Club tasks
7. 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 home learning sheets emails out each week 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 reading diaries organised and neat.

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## **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.

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

<b>Homework</b>	<b>Possible tasks</b>	<b>Evidence</b>
<b>Reading.</b>	Reading school banded books. Reading books from classrooms or home. Online reading books selected from Bug Club. Completing the Year Group reading challenges	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 should be encouraged to: <ul style="list-style-type: none"><li>• Write out spellings.</li><li>• Put spellings into sentences.</li><li>• Complete spelling online and offline tasks.</li></ul> In Key Stage Two, children will be tested every two weeks on words being learnt at home.

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<b>Homework</b>	<b>Possible tasks</b>	<b>Evidence</b>
<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>Maths</b>	Learning number pairs and number bonds. Online number skills using Numbots. Online Times Tables using Times Tables Rockstars and Hit the Button.	Problem solving work – what can you tell me style activities. Children should be encouraged to write out the number calculations.  Year Six will be set SATs Bootcamp topics weekly.
<b>Science and Topic</b>	Work linked to content taught in class or work set to prepare children for a future lesson. Some tasks might be linked to the Oak Academy website.	Children will have information that can be shared with others in class lessons.
<b>Project based work</b>	Independent learning project for parents who wish to extend their child's skills.	Foundation and Year 1 will provide one project. Years 2-6 will provide 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 class work activities will be sent home.

### 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. Teachers will inform parents if children are being set homework, which is adapted from the class task.
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.

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

1. Children with special educational needs (SEND) 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 SEND.
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 online and offline homework set and pupils who are completing tasks.
2. Children have a reading diary, which the adult listening to the child read is expected to record in.
3. Where a child completes 3D homework, this can be photographed or brought into school to be displayed.

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

1. Whilst it is important that all homework tasks are valued, it must be recognised that the checking and 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.
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.

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

1. To enable parents to extend learning at home, a summary of what is being taught in classes is placed on the school website.
2. All homework tasks should be completed on the school format and emailed out to parents on Fridays, so that parents know what is expected of their children for the following week.
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 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 weekly home learning sheets each year in consultation with all teaching staff.
3. The Homework Lead will monitor the types of homework being set by reading examples of weekly tasks being emailed out 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 2024