

Kessingland Church of England Primary Academy

Homework Policy

Policy Type:	Academy
Approved By:	Local Governing Body
Date Approved by LGB:	05/09/2022
Review Date:	September 2024
Person Responsible:	Headteacher

General Introduction:

This policy supports the work of the school in promoting its mission statement, aims and values.

Our Curriculum aims:

- To ignite a love of learning in all pupils and nurture a Growth Mindset, knowing that it is okay to make mistakes.
- For our pupils to know they are valued and have the capacity to grow, learn and play a full role in the wider world.
- To ensure the statutory entitlement of every pupil to a balanced provision of all subjects within the National Curriculum is met.
- To facilitate children's acquisition of ideas, knowledge, skills, mindsets and qualities of character, which will help them to develop intellectually, emotionally, socially, physically and morally.
- To develop self-esteem and confidence, so that pupils make personal progress that fully prepares them for their next stage of education and the wider world.
- To encourage empowering and respectful partnerships between all learners in school, where achievements are celebrated.
- To provide opportunities to develop opinions in order that our pupils become worldly wise, have strong British values and are able to challenge perceptions.

1. Introduction

1.1 The governors and staff of Kessingland Church of England Primary Academy believe homework consolidates and reinforces skills and understanding in Mathematics, English and other curriculum area; helps raise the level of achievement of individual pupils; provides opportunities for parents/carers and children to work together and, thereby, fostering an effective partnership between home and school.

1.2 We have structured most of our homework tasks to focus on specific key skills which will enable our children to access many other areas of the English and Maths curriculum:

- Reading – reading fluently, with comprehension and for pleasure are vital skills to develop. This is why we encourage our children to read daily. We reward children for reading at home through bookmarks and free books to take home and keep.
- Spellings – by learning how to spell key words and words with specific spelling patterns, we are enabling our children to become more fluent writers.
- Fluency of number facts including times tables. This forms the basis of many areas of maths and will help children to become more efficient mathematicians in class.

1.3 Where appropriate, we will aim to use web-based platforms for helping our children achieve their homework. For example, we use Times Tables Rock Stars as a platform for practising times tables.

1.4 We recognise that all children need leisure time and hope that our policy reflects a balance, so that children can extend and consolidate their learning with parental support whilst still allowing for 'down time.'

2. Aims and objectives

2.1 We believe that homework benefits pupils by:

- reinforcing concepts and skills taught in school;
- enabling pupils to revisit aspects of the curriculum;

- encouraging children to read to their parents/carers;
- providing an opportunity for parents/carers to become involved in their child's learning;
- helping to demonstrate to children that learning can take place in many environments;
- promoting learning at home as an essential part of good education;
- helping children and young people to develop skills and attitudes they need for successful lifelong learning;
- supporting the development of independent learning skills, including the habits of enquiry and investigation.

3. Commitment

3.1 Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to oversee the development of this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy

3.2 Role of the Headteacher

The Headteacher will:

- ensure that homework is built into teachers' planning;
- keep up to date with new developments with regard to homework;
- monitor and evaluate this policy

3.3 Role of the Teachers

Teachers must:

- integrate homework into their planning;
- ensure the homework tasks are accessible on the school website;
- set tasks or activities;
- set homework appropriate to each child;
- explain when, what and how the work is to be done so that each child clearly understands;

3.4 Role of Parents/Carers

Parents/carers are asked to:

- praise the value of homework to their children;
- provide a suitable space in their home where their children can concentrate on their homework;
- establish a homework routine;
- provide materials pens, pencils etc.;
- go through the homework before their child starts and discuss the completed work when finished;
- make the experience pleasurable;
- find time to work with their child or be at hand if a problem arises;
- discuss, encourage and praise their child's efforts;
- contact the school if they are not sure of some aspect of the homework or if their child is experiencing difficulties in doing it;
- contribute to school evaluation so the school can monitor and evaluate its effectiveness

3.5 Role of Children

Children are asked to:

- complete their homework by the set deadline;
- listen carefully in class to make sure they understand what is asked of them;
- make sure they get feedback on their homework;

- complete their homework using appropriate writing materials;
- have a go at all their homework activities.

4. Types of Homework

4.1 All homework tasks and activities are designed to consolidate and reinforce skills and understanding in Mathematics and English and enhance cross-curricular teaching.

5. An overview of the homework schedule (Reception to Year 6)

5.1

Reception:

- Home learning will not start straight away. There will be a phased introduction of reading and then word lists as the year progresses.
- Reading to a parent/carer at least five times a week for a period of 5 – 10 minutes (this time scale includes time to talk about the book).
- Word lists based on words from their reading books or phonics group.
- Fluency Facts.

Year One:

- Reading to a parent/carer at least five times a week for a period of 10 – 15 minutes (this time scale includes time to talk about the book).
- Spellings to learn, which are set and tested on a weekly basis.
- Word lists based on words from their reading books or phonics group.
- Fluency Facts.

Year Two:

- Reading to a parent/carer at least five times a week for a period of 10 – 15 minutes (this time scale includes time to talk about the book).
- Spellings to learn, which are set and tested on a weekly basis.
- One numeracy task using the Sumdog online resource.
- Fluency Facts building up to times tables to learn using the online resource.

Year Three and Year Four:

- Reading to a parent/carer (or sustained silent reading) at least five times a week for a period of 15 – 20 minutes (this time scale includes time to talk about the book).
- Spellings to learn, which are set and tested on a weekly basis.
- One numeracy task using the Sumdog online resource.
- Times tables to learn using the online resource.

Year Five:

- Reading to a parent/carer (or sustained silent reading) at least five times a week for a period of 20 – 30 minutes (this time scale includes time to talk about the book).
- Spellings to learn, which are set and tested on a weekly basis.
- One numeracy task using the Sumdog online resource.
- Times tables to learn using the online resource.

Year Six:

- Reading to a parent/carer (or sustained silent reading) at least five times a week for a period of 20 – 30 minutes (this time scale includes time to talk about the book).
- Spellings to learn, which are set and tested on a weekly basis.
- One numeracy task using the Sumdog online resource.
- Times tables to learn using the online resource.
- Additional grammar, maths or reading activities.

6. Forgotten and incomplete Homework

6.1 It is our experience that children forget to complete their homework on occasions. In cases where this does occur, staff will talk to the pupil to find out their barriers to homework completion. If they repeatedly do not complete their homework over time, their class teacher will call the child's parent/carer to discuss this with them.

7. Inclusion

7.1 Staff at Kessingland Church of England Primary Academy are committed to making homework accessible to all pupils. The expectations of completing homework tasks are the same for all pupils.

8 Differentiation

8.1 It may be necessary to provide differentiated tasks to suit different abilities and to meet the requirements of all pupils. Providing differentiated tasks will also make it possible for the homework task to be completed independently. There will be instances when the same homework task will be suitable for all pupils.

9. Special Educational Needs

9.1 It is the responsibility of the class teacher to set appropriate homework for all pupils and to provide tasks that can be undertaken independently. Whenever necessary, the class teacher should provide differentiated tasks for pupils with special educational needs.

9.2 The Special Educational Needs Co-ordinator should liaise closely with class teachers to coordinate homework tasks for pupils who may receive extra support.

10. Equal opportunities

10.1 The governors and staff of Kessingland Church of England Primary Academy believe in providing all pupils, regardless of race, gender or ability, with the same opportunities. We extend this belief to our Homework Policy and believe that it forms a fundamental part of our mission statement.

11. English as an Additional Language (EAL)

11.1 The governors and staff of Kessingland Church of England Primary Academy are committed to providing all our pupils access to homework. Class teachers will use strategies such as giving extra oral explanations, providing differentiated tasks or asking older EAL pupils to explain a homework task in their mother tongue.

12. Monitoring the Effectiveness of the Policy

12.1 The effectiveness of this policy will be reviewed every two years or when the need arises, and the necessary recommendations for improvement will be made to the governors.