

Homework Policy



Alexandra

Primary School

Aspire, Perform, Succeed

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Aims and Objectives

At Alexandra Primary School, we view homework as a way to link learning from school to home, establishing a successful dialogue between teachers and parents/carers. Homework is a very important tool for the practice, consolidation and reinforcement of concepts and skills that the children are learning at school and it enables children to develop further independence through learning at home. In addition, homework supports our school values, motivating children to *Aspire, Perform and Succeed* both in and out of the classroom.

As a school we are working towards being a Rights Respecting school, which is developing children's understanding of the UN Convention on the Rights of the Child. Article 31 of the UNCRC states that children have the right to play, participate in leisure activities and in the arts. We regard homework as an extension of learning in the classroom, however it should not prevent any child from accessing this right and participating in a wide range of out of school activities.

Aims of Homework:

1. To ensure pupils can make the maximum amount of progress through an increased understanding of their learning.
2. To enable pupils to consolidate, reinforce and extend the learning opportunities provided during the week in school.
3. To develop independent learners, who demonstrate skills such as resilience and resourcefulness, preparing them for the future.
4. To promote a partnership between home and school, creating a supportive environment for every child.
5. To encourage children's curiosity and giving them the opportunity to develop an enquiring mind.

School Practice

The volume and content of homework varies throughout the school to ensure that it is both purposeful and manageable, while eventually preparing children for the homework timetable they will meet at secondary school.

Across the school, teachers set appropriate, differentiated homework for the children in their class. The homework is appropriate to the curriculum and links to learning that takes place in the classroom, either helping to prepare children for lessons or to help consolidate their learning. We aim to establish within each child a sense of pride, responsibility and organisation towards activities both at school and at home.

We value and celebrate the cultural diversity of our pupils and their families and we appreciate the enrichment that this often brings. On occasions we will set creative homework/project tasks which are an opportunity to encompass this diversity.

EYFS

In Nursery the expectation is that parents read to their child from either or one of their own books or from the school book they bring home, which can be changed regularly.

In Reception, children should be heard to read their class book daily. In addition, parents should share a library book or book from home together with their child, asking questions and discussing the content and vocabulary where appropriate. The Phase 2 and Phase 3 sounds are sent out over the course of the year to support the learning being undertaken within the classroom.

Key Stage 1

In both year groups, children take home a reading book which is to be read to an adult (or older sibling) and a reading record book. Children are expected to read other books as well and these can also be written in their record book. Children have the opportunity to change their book each morning, with the expectation that they read at home every night for at least 10 minutes. The reading record book should be written in at least once a week in Year 1 and at least 3 times a week in Year 2.

Pupils have access to Bug Club, Mathletics and My Maths and may complete activities on these as they choose.

On occasion, usually over the holidays, children may be set a project in place of their regular homework. This could include making a piece of art work, a research task, a power point or perhaps a booklet.

Key Stage 1 Homework at a Glance

Children receive one sheet of homework a week in their homework folder. This is to be completed in addition to the daily reading. Children are not expected to complete the activities all at once, the homework can be spread out with one activity done a day.

Homework goes home on a **Friday** and is to be returned to school on a **Wednesday** where it will be marked by the class teacher.

The homework sheet will consist of the following sections –

Phonics	Year 1 children are asked to write at least 3 words for each grapheme and understand the context in which to use it.	15 minutes
	Year 2 children are asked to write 1 sentence for each of the graphemes learnt that week. (5 in total)	
Vocabulary	Year 1 children are asked to talk about and explain the new vocabulary words. Then link it to daily language when appropriate.	15 minutes
	Year 2 Children are asked to write a definition of 5 words linked to the coming week's learning.	

Maths	Year 1 will receive an activity linked to that week's learning.	10 - 15 minutes
	In Year 2 , this will become a times tables exercise later in the year.	
Phonics	Year 2 children are asked to write 1 sentence for each of the graphemes learnt that week. (5 in total)	15 minutes
	Year 1 children are asked to write at least 3 words for each grapheme and understand the context in which to use it.	

Key Stage 2

In Years 3 and 4 we expect the children to complete a maximum of 1 hour of homework each week in addition to their daily reading and practising their times tables. In Years 5 and 6 this expectation increases to 1 hr and 30 minutes of homework each week.

Homework will usually be sent home on a Friday and must be returned by the following Wednesday. Children will be given spellings suitable for the child which they will either be tested on or expected to use within their writing. We encourage the children to understand the meaning of these words to facilitate this.

The children could be expected to:

- Revise and practise English and Maths skills to support class work.
- Collect data which is related to class learning, for example, the costs of some foods at the supermarket or favourite colours of the people at home.
- Reading related tasks, for example, book reviews or research about a topic taught in class.
- Interviewing someone they know to support or supplement class learning, for example, a keen gardener could be asked how they grow plants.
- Creative curriculum projects, for example, Art or Topic based activities.

To ensure homework is varied and matched to the needs of pupils, this is not an extensive list of homework tasks. The tasks set will always be linked to the work the children have been studying during the week, however children and parents must communicate prior to the day homework is due if they seek guidance.

Key Stage 2 Homework at a Glance

What	When	Strategies for Parents
Daily Reading	Every week (15 minutes a day, 5 times a week)	Develop a time for undisturbed reading time daily if possible. Discuss the title and cover. Encourage children to predict what the story could be about. Discuss the pictures using the words on the page before the children read. To develop fluency share reading with your child. Sign the child's reading record.
Spellings	Every Week	A strategy that is successful is: See the words – Hear them – Say them – Use and apply them – Spell them – Record them
Timetables practice	Every week	Learn and rehearse times tables facts in a variety of ways including the related division facts so that children can recall them quickly.
Homework will be decided by year group teams to include a combination of the following:		
English		This could be a piece of writing, some grammar and punctuation work or form part of a larger project-based task.
Bug Club/Reading Plus		Online reading and comprehension activity.
Maths		This could be practise of skills around the mathematics taught that week or application of these skills into a reasoning or problem-solving activity.
My Maths		Online activity or challenge sheet.
Mathletics		Online activity playing games or completing challenges.
Research/Data Collection		Collection of information to support class work.
Project At least one per year	Each child will be set a project, minimum of one per year, with the expected completion date published. The year group teams will send out regular reminders and helpful hints to guide the children in their project work.	This piece of work is designed to foster independent research and to build on the children's skills. Allows the children the time and the scope to produce a piece of work independently of the class teacher while being able to draw on their expertise. This project can take any form that the child may wish to produce e.g. a 3D model, a published booklet, PowerPoint, images etc.

Children with Special Educational Needs

All pupils at Alexandra Primary School are expected to complete homework. To support children with SEND, homework should be adapted to suit the needs of the individual child and differentiated according to ability. Where a child receives a teacher led intervention, the homework should be set by the intervention teacher, rather than the year group homework.

Pupils should work on homework as independently as possible although some form of parental support or facilitation will nearly always be involved. It may be appropriate for parents to write on work that pupils were unable to complete a piece of homework rather than parents doing the homework for them.

Emotional Wellbeing

We acknowledge that for some children and families, homework tasks can create additional anxiety. At APS we want to minimise any worry that homework may cause. It is therefore important to keep the lines of communication open so that if parents have any concerns or children need further help to understand the task, they should not hesitate to contact their child's teacher.

We are also mindful that homework should not become a barrier to children exploring extra-curricular activities and experiences. It is important for children's wellbeing that they have time to pursue things that interest them outside of the curriculum.

Persistently Late or Missing Homework

If homework is regularly late, not completed or lacks application and there has been no reason given by the parents, then parents will be contacted initially by the class teacher and then by the Year Group Leader (either by phone or a meeting will be arranged). A member of SLT may become involved if there are further concerns. It is important in this instance for staff to discuss with the child and parents why they are unable to complete their homework so that additional support can be given in future.

Where a child persistently does not complete homework or tasks frequently lack application, they will spend time during break to complete their tasks. This will not be the case where there has been a valid reason given by a parent or there are known difficult circumstances or barriers to completing their work at home.

Roles and Responsibilities

The Role of the Class Teacher

Class teachers will set homework weekly and when returned, mark homework following the school's marking policy, or by marking with the children to go over misconceptions. MyMaths, Mathletics, BugClub and Reading Plus systems mark the work electronically. It is the class teacher's responsibility to check the progress and attainment of children's work on these programmes. Homework should be differentiated according to ability and teachers should work with a pupil when they request additional support or guidance.

The Role of Parents and Carers

Parents and carers have a vital role to play in their child's education and homework is an important part of this process. We ask parents / carers to allow time at home for their child to complete the homework tasks that are set for them. While support in completing their homework is very important, parents are encouraged to allow children the opportunity to complete the work themselves in order for it to be productive.

We also ask parents to provide children with the equipment they may need to complete their homework. This may include resources such as pens, paper or a computer if possible; but also includes giving children a quiet space in which to work.

The Role of the Children

We expect the children to complete the homework set to a standard comparable with their work in school. It should be returned to the teacher on the day requested so that it can be marked. If there are any problems or concerns over the tasks, they should be raised with the class teacher before the day it is due in.

The Role of the Governors

It is the responsibility of the governors to oversee the implementation of the homework policy and support the Headteacher and senior staff to ensure school fulfils the aims set out above. The governors should also ensure this policy is monitored and reviewed regularly.

Monitoring and Review

This policy is renewed regularly by the whole staff team. It is used consistently by all the staff in school to set and assess homework.

Success Criteria

The Behaviour Policy will be monitored against the following:

- Through consultation with children, school council, school self-evaluation and parents.
- Questionnaires to parents, staff and children.