



Alexandra

Primary School

Aspire, Perform, Succeed

A policy to support the provision of homework at
Alexandra Primary School

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Aims and Objectives

At Alexandra Primary School, we view homework as a way to link learning at school to home, so that concepts, skills and knowledge can be practiced and reviewed. This helps to support the learning process and establishes 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 and often further research opportunities. In addition, homework supports our school values, motivating children to *Aspire, Perform and Succeed* both in and out of the classroom.

APS is a Rights Respecting school, 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:

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

Early Years children will take home 2 books to read. One will be fully decodable that will support the teaching of phonics as the main strategy for early reading. This book will also have been read at school and this is the book that the children should read aloud to their parent every day. In addition, they will also take home a library book which they should share with their parent, allowing the adult to read to their child as well as ask questions and discuss the content and vocabulary where appropriate. A comment about the child's reading in their reading record book should be completed, to enable a dialogue of progress between the class teacher and the parent/carer.

Children also have access to Bug Club which provides a wide range of reading materials as well as Doodle Maths to help them develop their number knowledge. 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. In Reception, a class bear, named Jofli, is sent home on a rota basis. And we ask that parents support their child at home by making a diary of their weekend with the bear.

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 library book of their choosing to encourage reading for pleasure. Children are expected to read other books as well and these can also be written in planners as a record. 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 planner 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's homework will be outlined on the Weekly Overviews which are uploaded to Google Classroom and the school website every Tuesday. The homework set will comprise of an activity that should either be uploaded to Google Classroom or returned on paper as appropriate. This is to be completed in addition to the daily reading.

All homework for Year 1 and 2 is set via the weekly overview, which is uploaded to the school website by Tuesday for the current week. The expectation is that homework is completed by the following Monday.

Examples of homework that may be set are:

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.	
Topic	This will sometimes be set in place of one of the other types of homework. This can range in content but will link to the work done in school.	15 minutes

Key Stage 2

In Years 3 and 4 we advise the children 1 hour of homework each week in addition to their daily reading and practising their times tables. In Years 5 and 6 this increases to 1 hr and 30 minutes of homework each week. Occasionally this might take longer. If there are any issues, we advise that parents let the teacher know if this is taking longer than expected.

Children's homework will be outlined on the Weekly Overviews which are uploaded to Google Classroom and the school website every Tuesday and tasks are expected to be completed by the following Monday. The homework set will comprise of activities that should either be uploaded to Google Classroom or returned on paper as appropriate. This is to be completed in addition to the daily reading.

Children will be given spellings suitable for the child which they will be expected to use within their writing. We encourage the children to understand the meaning of these words to facilitate this. A weekly dictation takes place in the KS2 classes to check that children have learnt their spellings but more importantly that they can apply the weekly spellings in sentences.

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. Parents can do so via the year group email address. However, children are encouraged to seek help from the classteacher so they can explain it to them and support them with any queries regarding their homework in good time.

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 planner.
Spellings leading to a weekly dictation	Every Week	A strategy that is successful is: See the words – Hear them – Say them – Use and apply them – Spell them – Record them
Timetables Rockstars	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.
On line packages such as Doodle Maths and Doodle English		Online activity playing games or completing challenges.
Research / Data Collection	When it is applicable	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.

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.

If a child is not regularly read with at home, additional 1:1 reading time will be given in class.

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. On line packages such as Doodle, 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.

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.

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 reviewed regularly. Consistency will be monitored by SLT.

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.

Related Policies

The homework policy links closely with, and should be read in conjunction with the following policies or documents:

- Curriculum information
- Equalities Policy
- SEND policy
- Remote Learning Policy
- Online Safety Policy
- Whole, Happy, Healthy strategy