



Homework Policy

This policy was ratified on: October 2018

Implemented on: October 2018

Review date: October 2019

Signed by the Headteacher:

Signed by the Chair of Governors:

Homework refers to any task or activity that children are asked to do out of school lesson time, either on their own or with the support of parents or carers. We believe that undertaking regular homework is an important part of a child's education. We are committed to helping all children, and their families, to establish positive homework routines that will support their present learning and develop successful habits for later life.

Homework tasks are carefully planned across the school and we recognise that the nature and the purpose of homework changes as the children become older. In EYFS the school seeks to establish and develop a partnership with parents and carers by involving them actively in their children's learning. As children get older, homework tasks increasingly provide more opportunities for the development of the skills of independent learning. By Year 6, our homework programme covers a wide range of tasks and curriculum content, effectively preparing children to make a smooth transition to secondary school.

Through the setting of homework we aim to:

- provide opportunities for parents, carers, pupils and the school to work in an effective partnership to extend school learning;
- consolidate and reinforce key skills and understanding, particularly in literacy and numeracy;
- exploit resources for learning, of all kinds, at home and in the wider community;

In summary, to encourage pupils as they get older to develop the confidence and self-discipline needed to study on their own and to meet deadlines, thereby preparing them for secondary school and for later life.

To achieve these aims we will endeavour to:

- ensure that there is a consistent approach to homework throughout the school;
- plan tasks that reinforce and enhance classroom learning and take account of the needs of the individual pupil;
- provide age-appropriate feedback to pupils after completion of tasks;
- ensure that parents and carers are made aware of homework expectations so that they can support the children's learning;
- support children who find the discipline of homework difficult and those who lack guidance at home or access to resources;
- regularly review and evaluate the process and update the policy as necessary.

Informing and Involving Parents and Carers

When children first start at our school parents are asked to sign our Home-School Agreement. This agreement can be found in Appendix 1. Parents' views on homework are sought annually through the Parent Forum group. Our bi-annual parent questionnaire includes questions on homework. The views of children on homework are also surveyed periodically.

Homework Progression

Homework begins in Reception where there is an expectation that children will read regularly and complete a half-termly activity from the topic-based homework menu. Sight words will also be sent home for learning once children begin reading books with words.

In KS1 (Y1-2), homework consists of reading, weekly spelling lists and a maths activity linked to class work (this is currently hosted on Education City website). Termly topic-based assignments are also given and children are invited to bring these to a sharing assembly each term. From Year 2 children are asked to write sentences to apply their spelling words (a minimum of two sentences, determined by ability).

In Y3-4, the pattern of regular reading and spelling lists are maintained. There is an added expectation that the children will use their spellings within sentences. Maths homework is set each week (currently hosted on Education City Website or given out on a worksheet). From Spring term onwards, Y4 children will alternate English and maths homework. Children who do not have access to a computer at home can complete work during Homework club on a Wednesday lunchtime or Computing Club on a Friday. Year 3-4 children are also asked to do a termly piece of homework from the topic menu.

In Y5, pupils are given maths and spellings as above, in addition to Spelling, Punctuation and Grammar homework (SPAG). This may also be on Education City or be a written task. From Summer term onwards, Y5 pupils will be given longer pieces of English homework to prepare them for Y6 expectations. In Y6, pupils are given English, maths and spelling homework.

Differentiation

Teachers in each year group plan jointly for their parallel classes and homework tasks are planned alongside class work. From Year 1 to Year 6, differentiated spelling lists are given and reading books are matched to the child's reading ability (with children taking increasing responsibility for their own book choices using the Accelerated Reader Scheme). For more details please see the guide on our website.

Most homework tasks are differentiated to cater for the wide ability range within a year group. Tasks may be differentiated by outcome (e.g. topic based homework) but much homework is differentiated by task on the basis of previous assessment of a child's ability.

Throughout a child's time at the school, class teachers always welcome feedback from parents about the time taken for their child to complete a task or the level of difficulty it posed for them. This is useful to inform future planning, to enable individual provision to be made for children as necessary, and to maintain an effective home-school partnership.

Continuity and Progression

Progression in learning skills is built gradually from EYFS to Year 6. This is achieved by:

- broadening the range and amount of homework set to extend from numeracy and literacy to other areas of the curriculum;
- setting tasks that increasingly demand the application of higher order skills in planning, information retrieval, problem solving and extended writing;
- setting more open-ended assignments;
- lengthening the time span for completing tasks so that children learn to organise their work and to meet deadlines.

Continuity in learning is maintained through the regular schedule of learning spellings, reading and carrying out homework tasks in mathematics. Skills can be revisited and reinforced as appropriate.

Organisation of Homework

Most homework is set to a regular pattern, to allow families to build it into their regular routine. Maths and Literacy homework should be set on a Friday and be returned by the following Wednesday (although a tray is provided in class for homework to be returned in advance of Wednesday if it is completed). Spellings should be issued to be tested the following week on the same day.

Spellings are to be tested and marked in spelling books. Results will be fed back to parents at parent consultations. At first, for KS1 children, handwriting is a secondary issue for spelling homework. However as children form their letters correctly there is an expectation that handwriting whilst copying spellings will be correct. Children in Key Stage 2 are asked to do practices in a small book (split into four columns) with the expectation being that children copy up new spellings into one column and practice in the remaining three – then write sentences on the subsequent page. Children may be asked to do 5 sentences, 10 sentences or construct a paragraph utilising the 10 words – depending on age / ability.

Children have reading record books and parents and carers are encouraged to write a comment and to sign these when they hear the child read. Reading records will be collected and marked weekly by teachers.

The expectation being that children should be reading at least five times a week. Parents are asked to provide a protective book bag to safeguard these school resources. Older or more-able children may be encouraged to write a sentence or two in response to the book they have read themselves.

All children are expected to submit at least one piece of homework from the topic menu (or an additional linked idea of their own). The school encourages the use of libraries, the Internet and other appropriate sources of information but, if difficulties are encountered, children may borrow resources from school, or be given access to a computer. Paper for completion of project work is also available.

EYFS and KS1 children are encouraged to 'show and tell' – as this encourages presentation and speaking and listening skills. Teachers will inform parents of the 'slot' for their child to enable discussion at home. Older KS2 children are encouraged to present a news item / recount a special event (accompanied by a powerpoint or photos) for the same purpose.

Marking and Feedback

Parents are encouraged to comment on progress in children's Reading Record books and teachers respond to comments or offer suggestions for ways to proceed. The written feedback that children receive on their homework tasks is age-appropriate. For younger children teachers tick work, or stamp work, to show that they have seen it and should give brief written feedback. In KS2, the method of marking will depend upon the tasks. All homework will be acknowledged. Teachers view online homework and can evaluate areas of success or challenge.

Celebration assemblies will show-case the homework created as a response to the topic menus enabling children (and invited parents) to see the outcome. Oral presentations will be evaluated for speaking and listening purposes.

Children are awarded House Points or Dojo points for their homework and opportunities are given for children to share their work with others, either in class or by being awarded a Headteacher's Award in Whole School Assembly (for excellence, consistency, or for improvement in homework).

Parent consultations provide an opportunity for teachers and parents or carers to discuss the child's approach to homework and for the teacher to suggest ways in which the parent or carer might help the child. Parents or carers are welcome to contact the child's class teacher if they are concerned about homework. Equally, the teacher may contact the parent or carer if there are concerns from school.

Homework Club

While most families will be able to offer children the support and structure they need to complete homework tasks successfully, we acknowledge that for a small minority of families this is particularly challenging. To help address this, a Homework Club has been established and targeted children, particularly from the Years 5 and 6 are invited to attend. The club provides a regular, structured time and place for the children to complete their homework, with an adult on hand to help them as needed.

Equal Opportunities

At Bassingbourn Community Primary School we believe that all children, irrespective of race, gender or ability, should have access to a broad and balanced education, including appropriate and relevant homework tasks. As outlined in the Differentiation section, homework tasks, particularly in spelling and maths, are matched to the children's abilities, with topic homework generally differentiated by outcome and expectation. This allows us to stretch more able children through homework, but also to make it accessible for the less able. When a child has a particular Special Education Need or Disability which makes a particular aspect of homework difficult, suitable adjustments will be made in consultation with parents and the SENDCo. Where a child is relatively new to learning English, homework expectations will also be made reasonable and manageable, including at times allowing for the homework to be completed in the child's first language.

Monitoring and Review

Class teachers are responsible for ensuring that homework is set regularly and that the demands on children are manageable. Class teachers are also responsible for ensuring that children comply with requirements. Sensitivity is exercised when family circumstances render it difficult for children to complete tasks, or for parents and carers to offer appropriate levels of support.

Key Stage Leaders will regularly monitor our provision of homework, including the range of tasks, differentiation and quality of marking and feedback. Periodically, a homework working group may also be established by the Headteachers to review homework practice across the school and explore alternative approaches. The homework policy will be reviewed regularly, at least every two years, to ensure that it remains an accurate representation of homework practice at Bassingbourn Community Primary School.

If Homework is not completed

Records will be kept regarding homework as it is not an optional activity. If homework is not submitted, staff members will:

1. Explain that the homework will need to be completed at homework club
2. If homework is not completed by the end of Homework club, the teacher may arrange for work to be completed at a subsequent lunchtime / breaktime.
3. If homework is not submitted on a regular basis then parents / carers will be informed and a solution found that enables completion to take place.

Child Protection Statement

At Bassingbourn Community Primary School the welfare of the child is paramount. All children, whatever their age, culture, disability, gender, language, racial origin, religious beliefs and sexual identity have the right to protection from abuse. All suspicions and allegations of abuse and poor practice will be taken seriously and responded to swiftly and appropriately. All staff and volunteers in school have a responsibility to report any concerns to one of the designated child protection officers.

Equalities Impact Statemen

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| 1. Has this policy fully considered the School's Equality objectives and statement? | Yes |
| 2. Are there any impacts of the School's Equality objectives and statement on this policy? | Yes |
| 3. If "Yes", are these clearly described and their impact assessed within the policy document? | Yes |