AYLSHAM LEARNING FEDERATION

HOMEWORK POLICY
BURE VALLEY SCHOOL

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Signed: .....

Chair

Purpose

The purpose of this homework policy is to provide a clear and consistent approach to homework at Bure Valley School.

Homework is an important part of the learning process, as it allows pupils to consolidate and extend their learning, develop independent study skills and foster positive home-school partnerships. This policy aims to ensure that homework is meaningful, manageable and supports the school overall curriculum aims and assessment strategies.

The school defines homework as anything that a pupil is asked to do outside the normal school day that contributes to their learning. This can encompass a wide variety of activities.

Rationale

The school believes that homework can:

- Reinforce and consolidate learning that has taken place in the classroom;
- Further stimulate enthusiasm for learning;
- Provide opportunities to revisit key knowledge and rehearse key skills;
- Develop independent learning skills and self-discipline;
- Provide opportunities for pupils to extend their knowledge and understanding;
- Involve parents and carers in their child's learning and development; and
- Prepare pupils for the demands of secondary education.

Roles and Responsibilities

Pupils:

- Complete homework tasks to the best of their ability and within time frame set
- Seek help from teachers or parents/carers if they are unsure about homework task
- Organise their time effectively to ensure they complete their homework alongside other commitments
- Attend school lunchtime homework club if required

Parents/Carers:

- Provide a suitable environment for their child to complete compulsory homework
- Support and encourage their child to complete homework tasks
- Communicate with the school if their child is experiencing difficulties with homework
- Support school if/when pupils are asked to complete homework during their lunch break

Teachers:

- Set homework that is meaningful, relevant and appropriate for the child's age and ability
- Provide clear instructions and expectations for homework tasks
- Provide feedback on homework in a timely manner (as appropriate)
- Monitor the completion of homework and follow up with pupils, parents and carers as necessary

School Leaders:

- Ensure that the homework policy is implemented consistently
- Provide support and guidance for teachers in setting and managing homework
- Monitor the effectiveness of homework policy and make necessary adjustments

Homework Guidelines

As children mature, homework can play a positive role in raising a child's level of attainment; however, the amount of time spent on homework should be appropriate for the age and ability of the child.

We acknowledge the important role of play and free time in a child's wider growth and development. Therefore, we believe that homework should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children.

It is our intention not to send work home that the child cannot already do or has not previously attempted in school. Therefore, we do not expect parents and/or carers to teach any new knowledge or skills.

Compulsory Homework

Compulsory weekly homework for all children includes:

- Reading at home three times a week (minimum 20 minutes);
- Times Tables (TT Rockstars) practice (minimum 20 minutes).

English Homework

Reading Weekly:

- Reading at home three times per week;
- All reading homework should be recorded in the weekly diary, in children's planners. This will be monitored closely by teachers.

Reading Regular:

- Completion of Accelerated Reader (AR) quizzes on completion of AR books;
- Completion of school Bookworm Reading Challenges (see planner for criteria).

Research shows that children who read books regularly at home reap a whole host of academic and social benefits. Whilst we encourage children to read for a range of purposes, studies have shown that reading newspapers, magazines, online articles, emails or text messages do not fully, on their own, help to develop readers as much as reading a book. This could be fiction or nonfiction; however, research would indicate that reading a range of fiction supports pupils best;

Where possible, we encourage children to read aloud or parents/carers to read aloud to their child. Parents/carers and children could take turns or alternate reading paragraphs to each other;

We also strongly recommend building in a weekly book chat about the books that parents/carers and children are reading. We encourage families to read aloud to each other and talk about favourite authors, genres and illustrators. Discuss any new vocabulary that is encountered.

We will do our best to ensure children are reading an appropriate book every day. Parents and carers should put a note in their child's planner if they feel the book their child is reading is too easy for them.

Spelling:

Whilst we don't set specific spelling homework. Pupils are encouraged to practise spelling rules and spellings from the national curriculum Y3/4 and Y5/6 word lists; as well common exception words, key topic words and regular misspellings. Some of these words might be written in the child's planner for reference.

National Curriculum in English Appendix 1: Spelling English

Maths Homework

Maths Weekly:

- Times Tables (TT) Rockstars – a minimum of 20 minutes per week;

- Maths quiz (upper key stage two only).

Maths Regular:

- TT Rockstar competitions/challenges;
- Numbots.

Core Knowledge

Core knowledge material for both English and maths can be found in pupil's planners.

These facts can be used to revisit past knowledge and to informally quiz pupils. Parents and carers can ask their child to tell them about what they remember or ask them to teach them the material.

Access to Technology

We recognise that some children may have difficulty accessing the internet or a device at home. For these children time can be given within school for them to complete their homework on a school laptop or device (on request).

For upper key stage two children (those in Y5 and Y6) paper copies of each week's maths quiz can be printed and sent home with the child (on request).

Please contact the school if access to technology is a barrier to stopping your child learning at home. We may be able to work with community groups to provide tech support.

Homework Progression

In years 5/6, the amount of homework children receive is likely to increase, and the children are expected to work more independently.

Children in year 6 will have additional revision homework to undertake in preparation for the key stage 2 (KS2) SATs tests that occur in May.

All children are expected to take part in these additional homework activities.

If a class teacher is concerned that a child is not completing homework tasks regularly, parents/carers will be asked to discuss the reasons for this.

If a child is unable to complete a weekly homework task for a particular reason (for example a big family event at the weekend), parents/carers are encouraged to let the class teacher know, so that the child can be excused from homework for that week.

If pupils are struggling with homework at home (for a variety of reasons) we can provide some dedicated time for homework support in school. Parents/carers are encouraged to speak to the class teacher so that the school is aware and can offer support.

As homework is compulsory and to support home learning and reinforce the importance of homework, teachers have the discretion to keep pupils in for part of their lunchtime break to

help them complete (or attempt) a homework task that has not been completed. Parents/carers and pupils should see this as a supportive measure rather than as a sanction.

Differentiation and Support

We set homework for all children as a normal part of school life. We try to ensure that all set tasks are appropriate, and adapted to the ability of the child, so that they can participate.

We ask parents and carers of children with SEN to communicate with the child's class teacher and the school's pastoral and SEN team if homework is proving problematic, so that we can work together to resolve any issues.

Parents and carers have access to their child's Learning Support Plan, Pupils Passport or Education Health Care Plan. Parents and carers aware of their child's goals can support this out of school (where appropriate).

Home Work Issues/Complaints

If parents or carers have any problems or questions about homework, they should, in the first instance, contact their child's class teacher.

If parents or carers are not satisfied with the response, they should contact a senior leader, or the headteacher.

Finally, if parents or carers wish to make a complaint about the school's homework policy or the way it is being implemented, they should follow the federation's complaint policy.

Communication and Monitoring

- The school will communicate the Homework policy to parents/carers at the start of the academic year, and any changes or updates throughout the year;
- Parents/carers will be informed of their child's homework expectations and any deadlines;
- The school will monitor the completion of homework, and will follow up with pupils or parents/carers as necessary;
- It is the responsibility of our Governing Board to agree and then monitor the school homework policy.

Review and Evaluation

The Homework policy will be reviewed every two years by the senior leadership team, in consultation with teachers, parents/carers and pupils. Any necessary changes or updates will be made to ensure that the policy remains relevant and effective.