

Homework Policy

At Broadwas CE Primary School our Vision is:

As a church school, rooted in Christian values, our vision is inspired by the miracle of the loaves and the fishes. This demonstrates God's provision and care for us all through the generosity of one young child. By **valuing** each individual within our school family, we enable everyone to **grow** and **flourish** at Broadwas by providing a relevant, inclusive and knowledge rich curriculum in a stimulating, fun and loving environment.

At Broadwas we 'Live Our Values Everyday'.

1 Introduction

- 1.1 Homework is anything that children do outside the normal school day that contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with homework. For clarity, this policy refers to any adults with parental responsibility for a pupil as parents.

2 Rationale for homework

- 2.1 Homework is a very important part of a child's education and can add much to a child's development. We recognise that children can benefit greatly from the mutual support of parents and teachers in encouraging them to learn both at home and at school. Indeed, we see homework as an important way of establishing a successful dialogue between teachers and parents. We believe that homework is one of the key ways in which a parent can become actively involved in their child's education, helping to strengthen and reinforce the learning that takes place in school.

- 2.2** Homework plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that form a significant part of the lives of many children. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

3 Aims and objectives

- 3.1** The aims and objectives of homework are:
- to promote a partnership between home and school in supporting every child's learning;
 - to enable pupils to make maximum progress in their academic and social development;
 - to consolidate and reinforce learning done in school and to allow children to practise skills taught in lessons;
 - to help children develop good work habits and to prepare them for secondary school.

4 Types of homework

- 4.1** We set a variety of homework activities. In the Foundation Stage and at Key Stage 1 we encourage the children to read by giving them books to take home to share with their parents. We give guidance information to parents to help them achieve the maximum benefit from this time spent reading with their child. We also ask Key Stage 1 children to learn spellings as part of their homework. Sometimes we ask children to talk about a topic at home prior to studying it in school. For example, in a history topic on toys, we may ask children to find out what toys were popular when their grandparents were young and, if possible, to bring examples into school to show the other children. Sometimes we ask children to find and collect things that we then use in science lessons and occasionally we ask children to take home work that they have started in school when we believe that they would benefit from spending further time on it. When we ask children to study a topic or to research a particular subject, we encourage them to use the school and local library, as well as the Internet.
- 4.2** At Key Stage 2 we continue to give children the sort of homework activities outlined in paragraph 4.1 but we expect them to do more tasks independently. We set English or Mathematics homework routinely each week and we expect the children to consolidate and reinforce learning done in school through practise at home. We will also set Homework as a stimulus for the next topic or as a means of researching and building their

knowledge ready to create a piece of Maths, English or Topic work during the next week. We also set homework as a means of helping the children to revise for examinations as well as to ensure that prior learning has been understood.

Homework will be set and sent home to the children using the new Google Classroom online system that the school has developed through the Online Schooling in 2020 and 2021. Children will have their own log ins to be able to access the site securely and send work remotely to the teacher if they wish. Teachers are also able to mark the work remotely.

5 Homework Structure

- 5.1** A breakdown of how homework is structured is provided below. This has been designed to encourage a gradual progression of skills and expectation so by the time children reach Year 6 they have established a clear routine in preparation for secondary school. Most of the homework set is for completion over the course of a week. However, some projects will be set over longer periods as specified by the class teacher. Other homework e.g. reading, learning multiplication tables and spellings should ideally be undertaken in shorter daily sessions. The intention is to provide homework tasks that can fit around busy family lives and commitments.

Reception	• 10 minutes reading at home every day with an adult • Phonics: Practise Set 1 sounds recognition and letter formation in the Autumn Term • Learn 45 High Frequency words for reading, usually in the Autumn/Spring Terms • Phonics: Practise Set 2 sounds recognition and writing, usually in the Spring Term
Year 1/2	• 10 minutes reading at home every day with an adult • Common Exception words or spelling lists
Year 3/4	• 10 minutes reading every day at home. Ideally reading to an adult at least three times a week • Weekly spellings: Group lists (based on National Curriculum spelling rules, Exception Words or topic vocabulary) • Personalised multiplication table targets and tests every week • ½ hr weekly or fortnightly curriculum based homework task
Year 5/6	• 10 minutes reading every day at home. Ideally reading to an adult at least three times a week • Weekly spellings: Group lists (based on National Curriculum spelling rules, Exception Words or topic vocabulary)

	• 1 hr weekly or fortnightly curriculum based homework task
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6 Amount of homework

- 6.1** We increase the amount of homework that we give the children as they move through the school.
- We expect Reception, Year 1 and Year 2 (KS1) children to spend approximately one hour per week in total completing all homework tasks.
 - We expect children in Year 3 and Year 4 to spend approximately 2 hours per week in total completing all homework tasks.
 - We expect children in Year 5 and Year 6 to spend up to 3 hours per week in total completing all homework tasks.

7 Special educational needs (SEN) and targeted pupils

- 7.1** We set homework for all children as a normal part of school life. We aim to ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way. Targeted pupils, in discussion with their parents, may be asked to do additional homework to support their work in school. The activities will typically be differentiated tasks designed to give the children extra practise in reading, writing or Mathematics work.

8 More able, gifted and talented pupils

- 8.1** Pupils who have strengths in specific areas will be provided with differentiated homework tasks to support their work in school. The homework will be set in discussion with parents.

9 The role of parents

- 9.1** Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We encourage parents to help their children as they feel necessary and to provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

- 9.2** We ask parents to check homework and to sign it if requested. Reading diaries should also be updated and signed by parents when they have listened to their child read. It is acceptable for KS2 children to read at home independently, but parents should still sign their child's reading diary to confirm that they have read at home.
- 9.3** If parents have any concerns, problems or questions about homework, they should contact the child's class teacher in the first instance. If their questions are of a more general nature, they should contact the Headteacher. Finally, if they wish to make a complaint about the school homework policy or the way it is implemented, parents should contact the Governing Body.

10 Use of ICT

- 10.1** A copy of the school's E Safety Policy is available from the school office and may also be found on the school website. The child's safety is paramount in all matters regarding use of the internet and we advise parents and carers to always supervise their child's access to the internet.
- 10.2** The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. There are many websites containing highly educational material which can have a powerful effect on children's learning. However, our teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by copying, pasting and printing out something that has been written by somebody else.
- 10.3** Digital work can be shared via the school Google Classroom online platform.

11 Links with other School Policies

- 11.1**
- Special Educational Need (SEN)
 - ESafety Policy
 - Equal Opportunities
 - More Able, Gifted and Talented

12 Monitoring and review

- 12.1** It is the responsibility of our Governing Body to agree and then monitor the school homework policy. This is done by the Standards Committee of the Governing Body that deals with curriculum issues. Our Governing Body

may, at any time, request from our Headteacher a report on the way homework is organised in our school.

September 2014

This policy was reviewed and approved by the Governing Body in October 2014.

This policy was reviewed and approved by the Governing Body in June 2018.

This policy was reviewed and approved by the Governing Body on 5th July 2021.