

Northfield Manor Primary Academy Homework Policy

Introduction

At Northfield Manor Primary Academy, we believe that homework plays an important part in a child's education. Homework is important in reinforcing learning that has taken place in class and in developing independent study. Research shows that opportunities to review and revise can help pupils commit learning to their long-term memories. Homework offers opportunities to practise skills already taught in order to embed learning and increase pupil confidence.

We are aware that children have opportunities and experiences outside school that are equally important in developing and enriching their lives. We have given careful consideration to making homework well-balanced across the school.

This homework policy was developed after consultation with staff and parents.

Aims

Northfield Manor's Primary Academy's homework policy aims to:

- Recognise the value that homework can add to children's education
- Recognise evidence-based approaches
- Develop a consistent approach to homework across the school
- Make sure that teaching staff, parents and children are aware of their responsibilities with regards to homework
- Ensure that parents are clear about what children are expected to do
- Encourage pupils to develop the responsibility and self-discipline required for independent study
- Support pupils' learning experiences via revision and reinforcement
- Provide opportunities for pupils to complete further practice and deepen their understanding of skills, knowledge and concepts learned during the school day
- Work with parents to involve them in their child's learning and keep them informed about the work the child is covering
- Use homework as a tool for raising standards of attainment for all pupils
- Improve the quality of learning experience by taking it beyond the classroom

Responsibilities

The role of the Headteacher, senior leadership team and academy council:

- Monitor and review the effectiveness of the policy
- Ensure the policy is being implemented
- Meet with parents as appropriate
- Support parents with information about homework
- Inform new parents about the Homework Policy
- Ensure the Homework Policy is available on the school website

The role of the teacher:

- Plan and set regular programmes of homework for pupils
- Ensure homework is purposeful and linked directly to the curriculum
- Ensure pupils understand why homework is important
- Ensure parents are clear about what children need to do. Provide clear instructions and, where relevant, 'worked examples'.
- Set homework that is appropriate for the child's ability
- Ensure SEND needs are taken into account and with reference to Individual Education Plans where relevant
- Ensure homework takes equal opportunities of all pupils into account
- Monitor homework regularly and make sure children are completing it
- Communicate with parents if there is a problem regarding homework
- Be available for discussion with parents and pupils about homework if necessary
- Have high expectations of the effort pupils put into homework
- Acknowledge all homework and use rewards and praise to encourage effort and success

Role of the parent/carer:

- Support the child in completing homework
- Encourage their child to have a positive attitude to homework and understand why it is important
- Provide supervision and some support (Pupils should have been well-prepared for the homework and be reasonably independent when completing it. If a parent has had to give a high level of support it is advisable that they communicate this to the teacher)
- Make sure that their child completes homework to the best of their ability and on time
- Praise their child's effort and celebrate achievements
- Inform teachers of any issues that may arise and cooperate with school to find a solution
- Ensure pupils return any school equipment or resources needed to complete homework tasks

Role of the pupil:

- Take an age appropriate responsibility for their own learning and submit completed work in a timely manner with help from parents
- Have a positive approach to homework
- Put the same effort into homework as can be expected in classwork
- Take pride in presentation and content of their homework and perform to the best of their ability
- For older children, ask questions about the task if they are not sure
- Return any school equipment or resources needed to complete homework tasks

What homework are pupils expected to do?

Daily Reading for all children

Reading is the most important homework children can do. Reading practice is essential if pupils are to learn to decode and become proficient readers.

We request that pupils read for a minimum of 15 minutes per day, however we know that many children will read more than this. If a child does not read at home, they will be expected to read with an adult during the school day. This is not seen as a punishment, but an opportunity to catch up.

Key Stage 1:

Younger children will be asked to practise phonetically decodable books at home. Children will have already read this book in class with their teacher who will have helped them to learn new graphemes or tricky words. Reading this book aloud at home to a parent or carer gives pupils the chance to build their reading fluency, confidence and feelings of success and enjoyment. In addition, pupils will have chosen a book that interests them and they may need some support from parents to read this, as there may be graphemes and words that the child has not yet come across. Parents are asked to make a comment and sign their child's reading diary.

Key Stage 2:

Older children are also expected to read daily and we encourage pupils to select books that engage and challenge them. We want our pupils are able to broaden their reading experience as their proficiency increases. Teachers will support the children in making appropriate choices in their reading. Older children are able to sign their own reading diaries.

Other Homework:

Reception:

- Weekly word / sound cards
- Occasional practical/craft activity linked to a shared reading book (all resources provided)

Key Stage 1:

- Weekly times table or Maths consolidation and revision activity
- Weekly spellings
- Towards the end of Year 2 there may be additional activities to ensure children are prepared for the transition to Key Stage 2

Lower Key Stage 2 (Years 3 & 4):

- Weekly times table practice
- Maths consolidation and revision activity
- Weekly spellings

Upper Key Stage 2 (Years 5 & 6):

- Weekly times table practice
- Maths consolidation and revision activity
- Weekly spellings / grammar and punctuation activities

- In Year 6 there will be additional activities to ensure children are prepared for the transition to secondary school

Homework will be distributed on a **Friday** and collected in the following **Wednesday**. Key Stage 1 will bring home folders and Key Stage 2 will use yellow homework books.

Pupils who do not Complete Homework

Whilst we encourage children to complete work and hand it in on time, we recognise that there will be occasions when this is not possible, for example, if the child has been ill. The school will endeavor to be understanding in these circumstances.

By year 5, children will take more responsibility for the completion of homework. If a child does not complete their homework, they will be provided with an opportunity to do so during the school week. This is not seen as a punishment, but an opportunity to catch up.

Marking Homework

Marking homework enables teachers to assess a child's understanding. Teachers mark homework in a variety of ways and work will be ticked to show that it has been acknowledged by the teacher. Occasionally, the work will be marked orally with the child or class.

Appendix – further information:

Times tables

All pupils are asked to learn times tables appropriate to their year group each week. All children have a personalised login to Times Table Rockstars.

Maths

A weekly Maths activity is set in order to help pupils practice and consolidate the knowledge and skills taught in class. Pupils may also be asked to apply secure knowledge to particular problems or reasoning challenges.

Spelling

Children are asked to learn spellings each week. Spellings will normally be based on a spelling rule that has been taught in class. Children will be provided with strategies for learning and remembering spellings.

Child-initiated Homework

Children may choose to read and research a topic area either because they are curious about what is to come or because their learning has led them to want to know more. Books are available from the class reading corner which are matched to each topic and can be taken home. There is no expectation for children to do this, however, we always want to encourage our pupils' interests and independent learning. Should children want to share this learning, teachers will find opportunities to encourage, praise and support. A 'learning grid' of generic activities will be published on the website that will give pupils ideas for activities should they want to complete additional work or projects in their spare time.