




# Homework Policy

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**November 2018**

<b>Signed (Chair of Trustees):</b>	
<b>Date:</b>	<b>November 2018</b>
<b>Date of Review:</b>	November 2019

*The Arbor Academy Trust reviews this policy annually. The Trustees may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Trust receives recommendations on how the policy might be improved. This document is also available in other formats e.g. e-mail and enlarged print version, on request to the School Offices and is displayed on the schools' websites.*

## **1. Background**

At The Arbor Academy Trust, we believe that homework is vital to children's progress. On entry to school, all children and parents sign a pre-school agreement in which roles and responsibilities are outlined. Within this agreement are references to children completing homework as well as the parental responsibility to both ensure that homework is completed and that necessary help and support is provided at home. Homework tasks are set for pupils at our school with the purpose of supporting the ongoing progress and achievements for all pupils.

## **2. Aims**

We view the purpose of homework as:

- developing an effective and supportive partnership between the school, parents and community in realising the aims of the school;
- consolidating and reinforcing skills and understanding, particularly in literacy and numeracy;
- exploring resources for learning in the home environment;
- extending and complementing school work and supporting independent study skills, and
- developing pupils' skills of organisation and self-discipline and preparing pupils for the demands of their future studies.

## **3. Foundation Stage Homework**

In Reception and Nursery, homework is about parents talking to their children about:

- the things they do during the day;
- the work they bring home;
- reading books;
- phonics practice;
- key words to learn, and
- investigating topics.

## **4. Key Stage 1**

In Key Stage 1, homework is set to support and to develop key skills in all areas of learning. It is about developing the children to become independent learners. We focus homework in Key Stage 1 in the following areas:

- communication Language and Literacy;
- Mathematics; and
- investigating skills.

Homework activities set in Key Stage 1 are to provide encouragement and enjoyment for children, to use and develop the skills they have been learning about in the school day:

- phonics sheets;
- speaking and listening activities;
- reading out loud and being read to by parents/carers;
- talking about what they have done in the day;

- spelling practice;
- counting and number tasks;
- finding shapes in the environment;
- problem solving, and
- finding out about key topics, e.g. seasons, families, favourite things, weather.

#### **a. Year One**

The following will be sent home on a weekly basis:

- spellings of key words;
- phonics practice;
- Topic work investigations, and
- numeracy activities.

#### **b. Year Two**

The following will be sent home on a weekly basis:

- spellings of key words;
- phonics practice;
- topic work investigations;
- numeracy activities; and
- reading journals.

### **5. Key Stage 2**

As pupils enter into Key Stage 2, homework provides them with an opportunity to develop the skills of independent learning. It should be clearly understood that the demands placed on Year 3 pupils will differ widely from Year 6 pupils. Homework tasks set for Key Stage 2 pupils will gradually encourage them to devote periods of time to study on their own. By the time pupils reach Year 6, their homework programme should cover a wide range of tasks and curriculum content.

#### **Key Stage 2 Examples**

- Speaking and listening tasks;
- reading texts for understanding;
- reading comprehension exercises;
- learning spelling through dictionary/ literature exercises;
- sentence construction and grammatical exercises;
- number bonds and times table exercises;
- mathematical problems and data gathering;
- practise informal and formal methods of number calculations;
- investigating science topics in the home;
- gathering data/ resources for school-based learning; and
- project work.

## **6. Requirements of the Class Teacher**

- homework is planned to support the pupils' learning needs;
- homework challenges but does not defeat the pupil;
- homework is given, marked and discussed consistently;
- teachers apply the same high expectations to homework as class work;
- appropriate resources are available if required;
- pupils have the opportunity to complete a variety of good quality tasks, and
- teachers should liaise with parents where necessary.

## **7. Allocation of Time**

- Homework goes out on an agreed day;
- Key Stage 1 and Foundation Stage homework should reflect the essentials taught in the early years; and
- a high dominance of basic number facts and phonics should be present to ensure, upon entry to a more formal curriculum, the children are equipped with the basics.

Key Stage 2 homework should become more formalised, with demands gradually increasing. One formal piece of written homework is required for literacy and numeracy. Spellings, times tables, word lists and research should also be set as homework on a weekly basis.

Expected timings for daily Key Stage 2 homework are outlined below:

Year 3 (25mins) Year 4 (30mins) Year 5 (45mins) Year 6 (60mins)

## **8. Special Educational Needs**

Homework should be set for pupils with SEN to provide the right of pupils to share fully in the work of the class whilst considering individual learning needs. Homework tasks need to be clearly differentiated according to needs and should show some correlation to targets set within the pupil's IEP. The purpose of homework remains the same for SEN pupils as with any pupil, in that it should support the ongoing learning needs of the child.

*Guidance on appropriate homework for SEN pupils can be sought from the SENCO and the Phase Leaders will liaise with the SENCO when monitoring homework.*

## **9. Monitoring and Evaluation**

To judge the value and effectiveness of the school's homework policy, the Phase Leaders will:

- monitor all homework books termly;
- judge the quality and relevance of set tasks;
- judge the quality of presentation;
- examine consistency and parity between year groups and as a phase;
- examine consistency and quality of marking in accordance with the school Marking Policy; and
- feedback finding to phase members, as well as informing SLT of the need of future developments.

To judge the effectiveness of The Trust's Homework Policy, the Executive Principal and Senior Leadership Team will monitor and evaluate:

- the quality of work and presentation;
- the relevance of tasks; and
- the consistency of approach to tasks across The Trust.

In addition, the Executive Principal and Senior Leadership Team will:

- review the homework policy annually;
- support teachers in the implementation of this policy; and
- ensure home school support through the use of the Home/ School Agreement.

## **10. School-Based In-service and Parent Support**

The Trust will offer parents training opportunities through regular year group coffee mornings and input from Subject Leaders. To support the importance of homework, The Trust will refer to its value in documentation. The Trust will be aware of up-to-date educational initiatives concerning homework. The school will continue to hold high expectations and encourage parents to support their child's learning at home.

## **11. Resourcing**

In the main, the tasks set for homework will not require pupils to use resources that they cannot access from school or home, e.g. pens, paper, pencils and homework books. When homework tasks do require research skills, teachers will need to provide pupils with the appropriate resource (books from the school library or suggest where information can be found both within the local community and the Internet) for the pupil to complete their work.

The quality of resources provided for homework should be of a high standard. Every pupil is provided with a homework book specifically for the use of homework.

On occasions pupils will be expected to complete homework tasks using a resource other than their homework book. When children fail to complete homework tasks set, they are required to attend The Trust's lunchtime Homework Club held by The Trust's Assistant Head Teacher or appointed senior leader or staff member. Here any additional help is provided and children are encouraged to see the worth of completing homework tasks as set by the class teacher.