



## ALDERMAN JACOBS PRIMARY SCHOOL (ACADEMY TRUST)

### HOMework POLICY

#### **Aims**

These include to:

- Provide a consistency of approach throughout the school
- Extend and support learning
- Provide opportunities for pupils and parents to share learning experiences

#### **Legislation and Guidance**

Whilst it is not a legal requirement for schools to set homework, and parents are not required by law to make their children complete it the Department for Education (DfE) sees homework as "an important part of a child's education". The DfE states that homework set should be at a "reasonable" level of difficulty and an "appropriate" amount, depending on the age and abilities of individual pupils.

#### **Introduction**

At Alderman Jacobs Primary School, we all appreciate that home/school links are important and we need to work together to ensure a good education for our children. It is for this reason that children begin to bring "work" home from when they enter school. This enables children to see parents and teachers working together and provides parents with an opportunity to help their child to learn.

Our approach to homework varies throughout the school according to the age of the child. One thing that does remain constant is that homework will only benefit the child if we have parents' support. Across school we now set themed homework projects to encourage the children to begin to investigate a new area of learning before we begin the teaching in school. This is usually open ended and can be in a variety of forms. I have seen many parents staggering towards our doors weighed down with castles, planes or solar systems, to name but a few.

We still need to maintain progress for each child over each term and we need your support for this too and so we ask you to support your child's learning in spellings, tables and reading. We will continue to send home other tasks for the children to complete at home but these should be specific to your child's needs. From Early years we have already introduced Swap boxes in each class where the children can choose a book to bring home to share with a member of their family. These books are to be enjoyed but do not have to be read by the child. These are available for swapping as needed.

**Foundation Stage** - We estimate homework in Early Years should be up to 10 minutes per day.

Once the children are settled into school we will begin to send home phonemes for children to continue recognition and practise blending. We will also begin to send home key words (high frequency words) for the children to learn.

When the children are ready we will send reading home in bags every day. RWI sheets will be sent home in the pink book and later in the year we will send home ditty sheets or ditty books when appropriate.

We will offer a parent reading workshop to share how we teach RWI and how you can support your child at home. Reading initially focuses on sharing books and developing vocabulary as well as learning new words. The minimum expectation is to read with your child 3 times a week. Please record a comment in your child's reading record each time they have read at home. This will be monitored weekly by class teachers. Teachers find these comments informative and it promotes strong links between home and school and a positive commitment to reading.

We encourage parents to share home learning through the use of Tapestry. These home observations can be shared with your child's class and teacher.

**Year 1** ~ In Year 1 we aim to set homework for one hour per week. Children in Year 1 will bring home reading books and or RWI books every day and they will be expected to read at least 3 times a week. Spellings, split into ability levels, will be sent home once a week for children to learn and will be consolidated in a taught session in school. Maths 'help at home' is shared at Parents Evening and available on the website to provide additional opportunities. Further activities may be sent home as deemed necessary via our School Comms system or on Google Classroom.

**From Year 2:** Homework will steadily increase in expectation but some things will remain constant. Daily reading is encouraged and parents are asked to complete comments in the child's record book three times a week. Children will bring home spellings to practice and these will normally be a mixture of high frequency words and words containing the spelling pattern for the week. Maths homework will be set via the Maths With Parents programme which has a unique access key for each child. Additionally, we ask that you support your

child with developing their quick recall of tables facts using the "Pixl" and Tackling Tables programme, appropriate to their age and ability.

**Year 3 and onwards:** During Year 3, Years 4 and 5 children will continue to read a variety of books from our school library and will be assessed at regular intervals via numerous strategies including "Pixl". Once given a suitable range, they are encouraged to make choices from a variety of genres. For further information, please see our website.

In addition to this year 3 and year 4 are set weekly Maths With Parents homework in line with the areas of maths taught that week. In year 5 and 6 White Rose challenges are set at the discretion of the class teachers.

As with other year groups spelling is set weekly with a range of strategies and consolidated in a taught session in school.

**Year 6 ~** As the end of year tests approach, Year 6 children are encouraged to complete revision homework which is set by Year 6 teachers. Parents and teachers together undertake the revision of KS2 work with the children in English, Maths and Science. Revision books for these subjects are allocated to the children well in advance of such assessments. The children are also expected to read at least three times per week at home to improve their fluency and comprehension skills.

Unfinished or missing work will need to be completed during lunchtimes. If a child does not complete their homework on more than three occasion's concerns will be discussed with parents. Following these guidelines will help children to develop independence, realise their full potential and prepare them for the next stage in their education.

### **General**

There are other times when we ask for your support at home. Children sometimes bring words home to learn for their class assembly or for their Christmas production. We ask also that for our special events, such as Tudor Days and Victorian Days, that you provide a costume. Guidance regarding these will come from school, usually using household textiles, old clothes and adapted uniform. Help with simple costumes for assemblies and productions may also be requested but only annually. Children learning musical instruments will be asked to practice at home and we do need your support in this.

### **Marking and Supporting Homework**

Pupils will receive feedback in line with our marking policy and usually orally too.

Teaching assistants and reading helpers may be deployed to spend time with pupils checking their reading diaries, hearing them read and responding to comments from home.

If children are absent from school because they are sick then we would not send work home. We would make the assumption that they are not well enough to work.

It may happen that a child is absent for a length of time, though she/he is well enough to do some work at home, e.g. a broken leg. In these circumstances it is up to the teacher and the parent to agree what should be done, how it will be marked and what sort of help needs to be given. In such circumstances the teacher should consult with the Assistant Head for the year group first.

School provides an ICT club where children can sign up to do homework tasks using our ICT resources.

If you have any queries about homework, please see your child's teacher or Phase Leader.

### **Top Ten Tips for Parents to Encourage Learning Outside School** (*Information taken from Department for Children, Schools and Families documentation*)

- Give your child plenty of praise and encouragement. Specific praise related to a particular aspect of work is most effective.
- Read to and with your child as much as possible. Try to read a range of styles from school and home (fiction, fact, magazines, comics, etc.) to develop their enjoyment.
- Encourage children to observe and talk about their surroundings. Even young children can be helped to read notices and signs, for example, and understand what they mean.
- Make use of your local library and museums and look out for special events and services they provide for children.
- If your children like watching television, watch it with them sometimes and encourage them to talk about what they have seen. They will get more out of the experience.
- Try to set time aside to do homework activities with children. We are happy for family members to join in too to make it a positive and enjoyable experience!
- Wherever possible, try to provide a reasonably quiet place for children to do homework so that they are able to concentrate.
- Encourage your child to discuss homework with you, including feedback from teachers. Practice helping without taking over!
- The internet can be a valuable resource when used under supervision. Sit with your child and enjoy some of the games and activities using websites suggested at school or search for some together.
- Try to help your child to see the enjoyable aspects of homework!

### **Links to other policies**

Curriculum

**Statutory/Non-Statutory**

<i>Created/ Updated/ Reviewed</i>		Ratified		Review Frequency	Next Review Date	Signed by	
By	Date	By	Date			Head	Chair
Ap/E V	Jan 2020	Achievement Committee	5 Feb 2020	3 Years	Spring 2023	<i>Cathy Carlisle</i>	<i>W. Allend</i>