



# Homework Policy

## Reviewed 13/11/2020

### Equality Impact Pro-forma

<b>Person responsible for review:</b> Gareth Baterip	<b>Date of review:</b> 13/11/2020
<b>Groups Considered:</b>	
Race/ethnicity	<input checked="" type="checkbox"/>
Disability	<input checked="" type="checkbox"/>
Gender	<input checked="" type="checkbox"/>
Gender orientation	<input type="checkbox"/>
Pregnancy/maternity	<input type="checkbox"/>
Religion	<input type="checkbox"/>
Sexual orientation	<input type="checkbox"/>
Age	<input checked="" type="checkbox"/>
Please detail any opportunities offered by this policy to eliminate prohibited conduct, promote equality of opportunity, foster good relations or advance equalities.	
By ensuring that Homework is considered by the teacher to be appropriate for the children	
Having reviewed the implications of any proposed changes to, or confirmation of, the policy, are there any concerns that it could have a differential impact on any of the groups identified above? Detail any steps that should be taken to minimise or eliminate any negative impact on these groups:	
None identified	



## Homework Policy

Research over a number of years in this and other countries has shown that homework can make an important contribution to pupils' progress at school. There is a belief that there is enormous advantage in children spending regular periods of time on different learning activities as part of a homework programme which supports the work they do in class. It is for these reasons that homework has been incorporated into the work of Newby pupils. However, whilst this is the case, homework should not be overly burdensome on staff workload.

This policy gives an overview of:

- The purposes of homework
- Parental involvement
- What homework will be set
- Amount of homework
- Development of study skills
- Monitoring

### The purposes of homework

- Consolidate and reinforce skills and understanding, particularly in English and Maths, in order that children's progress and achievement are maximised
- Develop an effective partnership between the school and parents and carers in the education of their children
- Promote and enhance the active participation of parents and carers in their children's learning
- Encourage pupils as they get older to develop the confidence and self-discipline needed to study on their own in order to prepare them for the requirements of secondary school.

In order to achieve the above purposes, it is important that homework that is set is good quality, matched to the pupil's ability, a worthwhile activity and manageable by parents.

### Parental involvement

One of the major purposes of homework is to enable parents to play a greater role in their children's education. In order to facilitate this, it is important that communication with parents about homework is clear and consistent throughout school. The activities given as homework in the Early Years Foundation Stage and Key Stage 1 rely on the parent or carer taking a particularly active role. As children move through school, the focus shifts to a greater level of independence on the part of the child in doing their own homework, with the parental role changing from leading to supervising the activity. Workshops on particular topics may be offered to parents as appropriate.

### What homework will be set

Homework in Newby is set from Nursery to Year 6.

**Reading** is set in each year group. This should take the form of children looking at, reading and discussing books with parents, other family members or alone.

*In Early Years and Key Stage One* – children will be given a fully decodable text to take home and read with their parents. This book is read in school during Guided Reading and is then re-read at home. Parents are supported in their understanding of this process via workshops, telephone calls and reminders at Parent Consultation Evenings.

*In Key Stage Two* – children take home a ‘Read to Learn’ book. These books are carefully chosen so that they compliment the work being completed during topic in school. Children will then have the opportunity to share what they have found in a fortnightly ‘Feed in Fact’ session in school.

*Whole School* – across the whole school, children have access to a ‘Love of Reading’ book. These books are carefully curated and form a ‘Reading Spine or Scheme’ per year group. Additional information can be found in our Reading policy. Multiple copies of each text will allow children to engage in a ‘Book Blether’ once a fortnight in school where they talk about their book with other children who have read it. All pupils have a reading diary which they should aim to complete on a daily basis. There is an expectation that children read daily and will be rewarded for doing so.

**Spellings** are given to each Year group from Two to Six. These words are chosen from the year group spelling lists as set out in the National Curriculum. These words and spelling rules are taught in school as part of the Grammar, Punctuation and Spelling curriculum and are then sent home for additional practise.

**Maths** is set in each year group. The mathematics task will be one that is appropriate to each child. It has been found that homework requiring learning of a range of number facts (e.g. number bonds and, when children have learned these, multiplication tables) has been more successful than long written tasks. In this vane, school has subscribed to ‘NumBots’ and ‘TTRockstars’ which have an app that can be used at home. These apps support children in learning and practising their number bond and multiplication facts. Children are encouraged to access this material on a daily basis for approximately 5 minutes.

**Challenge** homework is set by the year group and linked to the theme for the half term. Pupils are given an extended period of time (usually the whole half term) to complete this. The aim is to challenge the child to develop their own learning in a task that is directed by them and supported by the family.

### **Amount of homework**

The precise amount of time spent on homework is less important than the quality of tasks set and the way they are planned to support learning. It is acknowledged, also, that different amounts of time will be spent on the same task by any one child; this will depend upon the task, the child’s ability, the support offered to the child, and on the circumstances in which the child is working.

In 2012 Michael Gove, the Education Secretary, abolished national guidelines which set out how much time children should spend doing homework each night. At Newby, it is acknowledged that a lot of children attend Madrasa after school. It is therefore recommend that, in-line with the previous guidelines on the amount of homework for primary school, children should average no more than two and a half hours a week with the younger pupils doing considerably less than this.

### **Targeted Approach**

In recent times, the development of technology has allowed school to consider a more targeted approach for homework. All pupils in Key Stage Two will be provided with a Laptop or Chromebook. Using Google Classroom, teaching staff will set personalised learning tasks for children to complete at home. These tasks will include some teaching input and some follow on tasks.

These tasks must be completed. Where this is not the case Teachers and Senior Leaders will follow this up with parents.

### **Development of study skills**

The development of study skills is an important purpose of homework. The following advice is given to support pupils.

- **Time:** Do not leave homework to the last minute. Plan which day to do it on, and at what time it is to be done. The last thing before bed is not the best time to concentrate. Think about other things

happening after school, such as attending a club or going to the mosque, to make sure there will be enough time to do it properly. Choose a time when the house will be quieter, such as after the younger children have gone to bed. Some homework is best done every day, e.g. split into smaller chunks work such as the learning of number bonds, times tables and spellings.

- **Place:** Find a suitable place at home. Preferably, this needs to be somewhere quiet, with enough light to see and with a table for written work. Switch the television off, or sit in a quiet room. Sit away from younger brothers and sisters if they are a distraction; ask your parents to keep them away while you work.
- **Equipment:** Make sure everything you need is kept together in a safe place. Always put things away carefully when you have finished so that you can find them the next day. When homework is finished, put it back in your homework folder to take to school.
- **Asking for help:** If you can't do your homework, ask a parent, or older brother or sister to help you. Do not leave it to the last minute to ask for help.

### **Monitoring of homework**

Teachers will monitor the homework. When homework has not been done, teachers will be sensitive to individual family situations. This sensitivity and support is balanced with the school's stated expectation that homework should be completed.

Communication with parents about homework not being done or not being completed to a high enough standard should take place on every occasion. This should be face-to-face if convenient or verbally on the telephone. Where parents collect their child from school and a teacher can see the parent, face-to-face communication is the best option. Where this is not possible, the Home-School Liaison Officer (or the teacher may do so themselves if preferred) will telephone the parent explaining the expectation about the missed or inadequately completed homework. If homework is not completed on a regular basis, parents will be asked to meet a member of the school's Senior Leadership Team.

Learning homework should be tested in school to show that it has been learned. Reading diaries will be checked on a weekly basis in Key Stage Two and a daily basis in Key Stage One.

In order for the policy to remain effective, it should be responsive to need and any other feedback teachers have should be shared at any time. Feedback from parents will be responded to as it is received and any resulting changes to the policy will be made as appropriate.

Approved by Governors on 30<sup>th</sup> November 2020



Ibrahim Maynard

Chair of Curriculum and Policy Committee