



Anchorholme Academy Homework Policy



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Person responsible for policy: Mrs A Hylton

Anchorsholme Academy Homework

“Homework has an impact by enabling pupils to undertake independent learning to practice and consolidate skills, conduct in-depth inquiry, prepare for lessons or revise for exams.” The EEF

Introduction

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.

Evidence also suggests that,

“How homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that students are provided with high quality feedback on their homework.”

The EEF

Homework need not, and should not get in the way of other activities which the children may do after school such as sport, music and clubs of all kinds.

General Policy

This homework policy is seen as part of the school’s overall teaching and learning strategy;

- homework tasks should be carefully planned and structured to support progression in learning as part of the school’s schemes of work
- there should be consistent practice across the school in setting, managing and marking homework
- there will be a regular programme so that everyone, teachers, children and parents, know what to expect each week
- pupils and parents/ carers should be very clear about what they need to do
- parents/ carers should be treated as partners in their children’s learning
- there should be high expectations of pupils in completing homework
- pupils should receive prompt clear feedback on their work.

This policy will be reviewed annually by senior leaders and the governors.

What is Homework?

Homework refers to any work or activities which pupils are asked to do outside lesson time either on their own or with parents.

The Purpose of Homework

- Homework will consolidate and reinforce key skills and understanding particularly in literacy and numeracy.
- Homework will provide opportunities for pupils to practise new learning.
- Homework should encourage pupils as they get older to develop the confidence and self-discipline needed to study on their own.
- Homework empowers parents/ carers to be partners in their child's education.
- Provide an opportunity for dialogue between pupils and parents/ carers about learning.
- Promote language development.
- The purpose of homework will change as children get older.
- To provide opportunities for pupils to pre-learn in advance of new skills/ knowledge being introduced
- To build cultural capital and support our 3-part curriculum

The Types and Amount of Homework

EYFS

Homework is centred around reading practice, consisting of both familiar texts for decoding practice and unfamiliar texts for reading for pleasure.

Children in EYFS may also be provided with phonic flashcards and tricky words to practice at home in line with their growing phonic knowledge.

KS1

Reading continues to be the main homework focus for children in KS1.

Additional phonic practice may also be provided to support their reading.

Spelling patterns that have been introduced through discrete teaching are provided for weekly practice using 'Spelling Shed'. Paper copies will be provided for families with restricted or no access to internet-enabled devices.

Maths homework is focused on developing recall of times tables through the use of Time Tables Rock Stars (TTRS)

KS2

The focus on regular reading at home continues into KS2 with the emphasis shifting to encouraging pupils to read for pleasure.

Weekly spelling practice continues throughout KS2 via 'Spelling Shed' and weekly times tables practice through TTRS.

Additional homework activities may be set in line with the week's learning via MyMaths or Spag.com

In addition to these regular activities older children should be given homework, gradually increasing in its demands, of other kinds. This will include:

- research and pre-learning ahead of new topics linked to key questions
- reading in preparation for lessons
- preparing oral presentations
- Revision activities for Year 6

Homework should not simply be used to finish off written work carried out in class.

Recommended Time Allocation for Homework

Year group	Homework activities	Suggested time allocation
EYFS	Daily reading, phonics practise, high frequency and common exception word practice	60 minutes per week 15-20 minutes per day
KS1 (Y1 and Y2)	Daily reading, phonics practise, high frequency and common exception word practice, Spelling Shed, TTRS	60-90 minutes per week 20 minutes per day
LKS2 (Y3 and Y4)	As above plus additional MyMaths or Spag.com and topic research as appropriate	60-90 minutes per week 20 minutes per day
UKS2 (Y5 and Y6)	As above plus additional revision style activities as appropriate	30 minutes per day

S.E.N.D.

For pupils with SEND, homework should:

- have a very clear focus and time-guideline relating to individual targets
- give plenty of opportunities for the pupil to succeed
- help develop social as well as other skills where necessary
- be varied and not purely written assignments
- be manageable for pupils, parents and teachers.

The Planning and Co-ordination of Homework

The year group leader is responsible for ensuring that the demands of homework are manageable for pupils and parents/ carers on a day-to-day basis.

Expectations for homework are shared with parents and carers at 'Meet the Teacher' and specific expectations are shared via Class Dojo each week.

The Role of Parents and carers in supporting pupils

Parents and carers should:

- provide a reasonably peaceful, suitable place for their child to do their homework – alone or together with an adult
- make it clear to their child that they value homework and support the school
- explain to their child how homework helps their learning
- encourage and praise their child when they have completed their homework.

Homework and Study Support Facilities

Where pupils face challenges which may make homework challenging, additional provision is given by teaching assistants, teachers and the pastoral team to enable them to complete homework in line with peers. Where we are aware of external challenges, pupils will be supported to complete homework and not penalised.

Feedback for Pupils Parents and Teachers

Children should receive appropriate feedback as quickly as possible. For example, through class discussion, tests (e.g. tables and spellings) or individual comments. Where pupils complete homework via online platforms such as Spelling Shed and TTRS, pupils receive instant feedback on their progress and this will be monitored by the class teacher.

Homework should not place extra bureaucratic pressure on teachers.

Arrangements for Monitoring and Evaluating the Policy

The leadership team will monitor the efficiency and effectiveness of this policy.

The policy will be reviewed annually.