

Homework Policy

Ermine Street Church Academy

First approved by Governors	6th July 2022
Policy to be reviewed every 2 years	
Reviewed by Governors	

Introduction

This policy has been written in response to a parent voice questionnaire issued in March 2022 and on the information shared at a parent forum held in May 2022. ESCA aims to have transparent, consistent expectations for homework that align with the research into how children learn. It is essential that teachers and families are aware of the homework expectations so that school and parents/ carers can work together effectively for the wellbeing and academic success of all its pupils.

Rationale:

At Ermine Street Church Academy, we believe that homework is an integral part of children's success at school. Children will enjoy their learning more if they develop good numeracy and literacy fluency as they can access the broader curriculum and more challenging and fulfilling learning opportunities in class.

Therefore, setting fluency-based tasks as homework for children to complete routinely and purposefully will promote good progress in literacy and numeracy recall; thus ensuring that children are not 'held-back' from their fullest potential during lessons at school.

Aims

At ESCA, we value the importance of relationships between home and school and aim for homework to be consistent, routine and conducive to developing positive home learning habits.

The EEF Report cites that research indicates that high quality tasks that link closely with the learning in the classroom or tasks that develop fluency will have the most impact on pupils' learning at primary level. Homework will be carefully planned to extend learning, enhance and reinforce fluency knowledge and understanding, and allow children to consolidate and practise what they know.

The purpose of homework tasks set is:

- To raise the standard of attainment for all pupils across the curriculum with a focus on numeracy and literacy
- To leverage the greater fluency in literacy and numeracy in class by presenting children with greater challenges and opportunities to apply their fluency knowledge
- Improve pupils' resilience and attitudes to independent tasks at home and develop a sound work ethic around home learning
- To promote a love for reading in offering books to read at both an instructional level and for sharing and enjoying with adults at home

Homework Setting:

It was understood that having a consistent approach to the setting of homework was a high priority for families. Parent and Staff voice has indicated strongly that **Google Classroom** is the preferred platform for setting homework with an A4 book/s to be sent home for working in. Work can then be photographed and uploaded for online marking or (where technical issues are a problem) the book can be submitted to the teacher for marking.

Teacher Responsibilities:

- Teachers will issue a reading record book to each child and are responsible for checking it at least three times per week to give feedback, motivate, monitor and recommend additional books for children to read.
- Teachers will set a maths task that will focus on developing fluency (e.g. times tables practice, number bonds, arithmetic) **or** a task designed to consolidate the current maths learning in class
- Teachers will set weekly spelling practice (to be completed on paper or via a free online website) based on the National Curriculum spelling lists for the appropriate Key Stage.
- Verbal feedback is the most effective way for teachers to feedback to pupils and teachers will ensure that feedback given to pupils is done so to move pupils' learning forward.
- Teachers must ensure that reasonable time is given to complete homework (no less than 5 days as a norm) and that the date for completion is clearly communicated

- Teachers may use the outcomes of homework tasks to support them to plan lessons that address misconceptions and/or gaps in learning
- If there are concerns around completion of homework, teachers will speak with parents or carers to discuss their concerns

Parent and Carer Responsibilities:

- Parents and carers are encouraged to work in partnership with school by promoting reading at home. Children are expected to read for a **minimum 15 minutes every day** and this must be logged in the reading record. Key Stage 2 children may log the reading themselves if they choose.
- Parents and carers are asked to ensure that children are given time to complete homework and a space in which they complete their home learning. If families find this difficult, parents and carers should speak with the class teacher
- Children should be able to complete most of the homework independently but younger children will usually require an adult to help them to stay focussed. Please speak with the teacher if the homework is too difficult for them to access.
- We encourage parents and carers to help children access books either through public libraries/ library buses or by encouraging them to change books regularly in school. Teachers will assist in this also and try to recommend interesting and challenging texts for children.
- We ask that parents and carers support children in their responsibilities.

Children's Responsibilities:

- All children are responsible for keeping their Reading Log/ Record safe and for bringing it into school daily to place open on their desk for teachers to monitor
- Children must read for a **minimum of 15 minutes every day** and ensure that it is recorded in their log (Key Stage One children will require support with this).
- If there is a problem with the homework, children should ask their teacher about it prior to the deadline (wherever possible).
- To listen to teacher feedback and act on it where possible e.g. change books, improve presentation, record in their reading record, practising times tables etc

Monitoring:

- The Headteachers will regularly review the Homework Policy on behalf of the Governing Body, alongside the whole staff team, and will monitor the quality of homework provision through planning and work scrutiny.

Appendix 1: Example Reading Record Comments

This is a selection of the *types* of comments that you or your child could write in the reading record. We always want to know what they did well, and what they found tricky. Information around decoding and punctuation is particularly helpful as 'gaps' in knowledge can be addressed in lesson time.

RECEPTION	KEY STAGE ONE (YEARS 1-2)	KEYSTAGE TWO (YEARS 3-6)
<i>Polly used her segmenting skills really well but is struggling to blend the sounds together.</i>	<i>Polly read really well - she is getting used to pausing at the full stops and commas.</i>	<i>Peter read for an hour tonight - he loved how the author used rhyme in the text.</i>
<i>Peter can read 'the' but gets muddled between 'b' and 'd' and 'g'</i>	<i>Peter recognised lots of common words and was able to read more fluently.</i>	<i>Polly read pages 34 - 56 in her head but asked me how to read the word 'extravagant'.</i>
<i>Polly loved this book and was able to make a really great prediction.</i>	<i>Polly recognised the exclamation mark and this really showed in her expression when reading!</i>	<i>Peter read on his way to school in the car. He is working on adding more expressions into his reading.</i>
<i>Peter read this well - we read it three times this week and it has really helped him recognise the 'oo' spelling.</i>	<i>Peter read the story to himself and then I asked him to re-tell the story. He missed some of the story so we read that part together again.</i>	<i>We read together for a few minutes and then discussed the vocabulary in the text - 'elaborate' and 'legacy'</i>
<i>Polly found this very tricky - could we speak to you about how to help her with this?</i>	<i>Polly loved this story but it seemed very hard for her. We will re-read again over the next couple of nights.</i>	<i>Peter found this book very easy - read all in one night. He retold me the main the events.</i>
<i>Peter has got much more fluent and so we read some of The Hungry Caterpillar together. He decoded 'apple' himself.</i>	<i>Peter doesn't always notice when he misses out words. Can you help with this?</i>	<i>Child Comments: I learned a new word in this chapter - 'beguiled' - I looked it up in the dictionary and learned it's a bit like being under a spell.</i>
<i>Polly got stuck on the following words: digger, bigger, said</i>	<i>Polly blended and segmented some three syllable words correctly with some encouragement from us.</i>	<i>Child Comments: I read two chapters - I was shocked to find out that the main character was a ghost! It was great.</i>

7 Top Tips to Support Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures.

1 Concentrate on reading quality (it isn't all about reading lots!)



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!

2 Ask your child lots of questions



All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

3 Ask your child to make predictions about what they have read



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'

4 Ask your child to summarise what they have read



When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'

5 Ask your child to write about what they have read



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.

6 Read and discuss reading with friends or family



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'

7 Maintain the motivation to read



Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'

Education Endowment Foundation (2018)

Preparing for Literacy: Improving Communication, Language and Literacy in the Early Years. Education Endowment Foundation: London.

Available online: eef.org.uk/literacy-early-years

Education Endowment Foundation (2019).

Improving Literacy in Secondary Schools. Education Endowment Foundation: London.

Available online: eef.org.uk/literacy-ks3-ks4

Breadmore, H.L., Vardy, E.J., Cunningham, A.J., Kwok, R.K.W., & Carroll, J.M. (2019).

Literacy Development: Evidence Review. Education Endowment Foundation: London.

Available online: educationendowmentfoundation.org.uk/public/files/Literacy_Development_Evidence_Review.pdf



Education
Endowment
Foundation

Appendix 3: Spelling Lists

Key Stage One: teachers will send home spellings that correspond to the phonics spellings that they have been or are currently learning. Spellings may be repeated or changed weekly to support the teaching of sound/spelling correspondences.

Key Stage Two – the spelling lists from the National Curriculum (see below) will be covered and teachers may also choose to send home additional subject specific words linked to wider learning or taught grammar e.g. words with prefixes/ suffixes.

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Word list – years 5 and 6

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	