



The Palmer Academy Homework Policy

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| Audience: | Parents, school staff, Local Governing Bodies and Trustees |
| Approved: | Trust Board – September 2019 Local Governing Body – 27 May 2021 |
| Other related policies: | Curriculum policies (incl Teaching and Learning) |
| Policy owner: | The Palmer Academy – Libby Thomassen (DHT) |
| Review: | 2 yearly, or more frequently if legal or statutory frameworks change (Sept 2023) |
| Version number: | 1 |

REAch2 Homework policy



At REAch2, our actions and our intentions as school leaders are guided by our Touchstones:

- Integrity** We recognise that we lead by example and if we want children to grow up to behave appropriately and with integrity then we must model this behaviour
- Responsibility** We act judiciously with sensitivity and care. We don't make excuses, but mindfully answer for actions and continually seek to make improvements
- Inclusion** We acknowledge and celebrate that all people are different and can play a role in the REAch2 family whatever their background or learning style
- Enjoyment** Providing learning that is relevant, motivating and engaging releases a child's curiosity and fun, so that a task can be tackled and their goals achieved
- Inspiration** Inspiration breathes life into our schools. Introducing children to influential experiences of people and place, motivates them to live their lives to the full
- Learning** Children and adults will flourish in their learning and through learning discover a future that is worth pursuing
- Leadership** REAch2 aspires for high quality leadership by seeking out talent, developing potential and spotting the possible in people as well as the actual

Rationale

At The Palmer Academy we believe that homework is an essential part of pupils' learning. In line with National Curriculum requirements, homework is set and children are encouraged to, and expected to establish good homework habits from the beginning of their school life.

- Homework is set regularly as a means of reinforcing and extending learning
- Homework is differentiated to meet the needs of individual pupils
- Homework should be understood by pupils and parents, and not be seen as an onerous task

Definition

Homework is defined as work set by the teacher to be done at home, either by the child alone or with the support of an older sibling, parent or carer. The main focus of homework will be numeracy and literacy, with occasional tasks to extend and enhance learning across the curriculum.

Homework will involve some or all of the following activities:

- Reading: independent, shared or paired reading, with possible activities to reinforce comprehension and understanding of texts as children progress through school.
- Spellings and vocabulary extension: learning sounds and spellings; activities to apply spelling rules and patterns to extended tasks.
- Research into an aspect of the curriculum as preparation for, extension to, consolidation of or follow up to work carried out in class.
- Learning number facts and practice of calculation, including problem solving (multiplication tables, number bonds, etc.).
- Handwriting
- Other tasks to extend work done in class, including topic-based work.

The nature, type and amount of homework will vary according to the age and ability of the pupil.

Entitlement

All children are entitled to have homework set by their teacher which is matched to their ability and needs. Parents are entitled to share in the learning of their child.

Aims

At The Palmer Academy, we appreciate how important the links between home and school are, and the need for us to work together to ensure a good education for all children. It is for this reason that we believe that it is important that children have homework set that will support learning within the classroom. Homework will be carefully planned to extend learning, enhance and reinforce skills and understanding, and allow children to consolidate and improve their skills further.

Through the provision of a variety of activities and approaches to homework we aim to:

- raise standards in all curriculum areas but particularly basic skills in Maths and English
- create a sound partnership between parents and teachers with regard to children's learning
- consolidate/reinforce pupils' skills, knowledge and understanding of work covered in class
- improve pupils' attitudes to learning and independent learning skill

Teachers

In setting and marking homework, teachers will:

- give reasonable time for its completion (including time to complete tasks if homework is not returned)
- match tasks to time and as far as possible to the abilities of the children
- ensure feedback is given on homework (either automatic feedback online or verbal feedback)
- provide feedback to children on their progress
- provide additional guidance for parents as part of parents evening, on
- how/when homework should be completed, including web links, etc. (see Appendices)

Parents

At The Palmer Academy, we recognise the importance of developing a sound partnership between parents and children with reference to children's learning.

Parents will:

- be provided with additional guidance to support learning at home and to help children with homework tasks during our "Meet the Teacher" meetings;

- be encouraged to support the school's homework policy when signing the home school agreement;
- be given feedback on how children are doing with homework through marking, during parents' meetings and in annual reports.

How can parents help?

There are many ways you can help:

- Ask the children questions about what they are learning at school (talking helps everyone understand things clearly).
- Play word and number games to consolidate early learning of letter sounds, common vocabulary and number bonds.
- Spend a little time, on a regular basis, listening to your child read and discussing the books they have brought home. Encourage your child to read words and books regularly (show them how important words are).
- Help them to form letters the way they are taught at school starting at the correct point.
- Test what has to be learned e.g. spellings, tables, number facts etc.
- Read what your child has written, and talk to them about their writing: Does it make sense? Is it correctly punctuated, etc.? Is writing neat and accurate? Have they used exciting words?
- Encourage your child to check over his/her work.
- Help your child find out additional facts, e.g. by visiting the library or researching on the Internet.

Teachers will ask children to complete homework in school if it is not handed in. Time set aside for homework should be respected by the rest of the family. Try to make sure it becomes part of your child's daily routine.

Encourage your child to establish a homework routine which best suits them, e.g. not when they are becoming tired, etc.

For younger children little and often is best – 10-15 minutes daily is a good habit. As children become older, they should be encouraged to sustain their concentration for longer periods of time, and to work with increasing independence. For example, it would be beneficial to get children into the habit of reading every evening; time spent on reading should range from approximately 10 minutes in Key Stage 1 and up to 30 minutes in Key Stage 2. We appreciate this isn't always possible every day but a minimum of 3-4 times a week should be encouraged.

If a child struggles with an activity, try to avoid becoming anxious about it and approach your child's teacher as soon as you can. They will spend more time explaining the task to help you and your child.

What sort of homework should I expect for my child?

Children will bring home reading books every day. Please ensure these are returned when requested. In addition, children will be given access to Spelling, Times Tables and Reading online resources that be accessed any time in addition to their set homework.

Homework tasks will depend on the age and ability of children, but in general terms the following can be expected:

Nursery

Talking homework

Word/Story of the week

Reception

Reading – Children need to read their book at home with an adult. This will be recorded in their reading record.

Phonics homework

Word/Story of the week

Y1

Phonics/Spelling on Spelling Shed

MyMaths assignment

Reading – Children need to read their book at home with an adult. This will be recorded in their reading record.

Y2 - 6

Phonics/Spelling on Spelling Shed

MyMaths assignment

Times Table Rockstars Independent practise

Reading – Children need to read their book at home with an adult. This will be recorded in their reading record.

Monitoring

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