

Bierton CE Combined School and Nursery

Homework Policy



'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven'
Matthew 5:16

Date: September 2024

Date of Review: September 2025

Homework Policy

Vision

In our Church school, our vision is to "let your light shine before others, that they may see your good deeds and glorify your father in heaven."

Rationale & Principles

We believe that homework is a number of tasks or activities which pupils are asked to do on their own or with their parents in order to reinforce curricular objectives and learning outcomes.

We believe homework consolidates and reinforces skills and understanding in numeracy, literacy and other curriculum areas, helps raise the level of achievement of individual pupils, provides opportunities for parents and children to work together and, thereby, fostering an effective partnership between home and school.

We consider homework should be:

- integrated into everyday planning and set by the class teacher;
- differentiated to cater for individual children's learning needs;
- clearly explained so that children understand when, what and how the work is to be done;
- marked and fed back to the children promptly

We value the support of parents/carers and we believe that this policy will be successful if there is a strong partnership between home and school which is reflected in the Home-School Agreement.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Aims

- To enable pupils to make maximum progress in their academic and social development;
- To promote cooperation between home and school in supporting each child's learning;
- To consolidate and reinforce the learning done in school, and to allow children to practise skills taught in lessons;
- To help children develop good work practise for the future;
- To encourage children to develop the confidence, independence, self-discipline and motivation needed to study on their own and prepare them for the next phase of education;
- To make expectations about homework clear to children, parents and other carers;
- To ensure a consistent approach throughout the school.

Responsibility for the Policy and Procedure

Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- promote this policy by raising its status and importance;
- ensure that homework is built into teachers planning;
- provide supportive guidance for parents;
- keep up to date with new developments with regard to homework;
- work closely with the link governor;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the Teachers

Teachers must ensure that:

- homework is integrated into their planning;
- differentiated tasks appropriate to each child are set;
- explain when, what and how the work is to be done so that each child clearly understands;
- provide feedback promptly.

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy.

Role of Parents/Carers

Parents/carers are asked to:

- encourage their child(ren) to complete the homework tasks that are set;
- provide a suitable space in their home where their children can concentrate on their homework;
- establish a homework routine;
- provide materials pens, pencils etc.;
- go through the homework before their child starts and discuss the completed work when finished;
- find time to work with their child or be at hand if a problem arises;

- discuss, encourage and praise their child's efforts;
- contact the class teacher at the earliest opportunity if they are not sure of some aspect of the homework or if their child is experiencing difficulties in doing it;
- ensure they get feedback on all homework tasks or activities;
- complete, as part of the annual parental questionnaire, an annual evaluation on homework for the school to monitor and evaluate.
- inform the class teacher if they are having difficulties accessing the online homework activities so an alternative can be provided.

Role of Pupils

Pupils are expected to:

- complete their homework and hand it in on time;
- make sure they understand what is asked of them;
- seek support if required from their class teacher or through attendance of homework club.

Time Allocation & Types of Homework

Homework is regarded as an integral part of the curriculum – it is planned and prepared alongside all other programmes of learning. Types of homework tasks and our recommended time allocation are as follows:

Nursery

- Although there is no compulsory homework for children in nursery, there will be an optional challenge for the children to complete if they would like to. This can be evidenced either via tapestry or in person.

Foundation Stage

- Reading and sharing books daily for at least 10 minutes; adults to keep a signed record in their reading record diary. Each signed date in their reading record contributes to their half termly Reading Olympics target (Gold = 30 dates; Silver = 25 dates; Bronze: 20 dates).
- Weekly homework task- either Maths (NumBots from Autumn 2), Literacy (including phonics or a writing activity) or a wider curriculum activity.
- Children may be given additional 'top-up' practice of phonic sounds and/or common exception words.

Key Stage 1 (Years 1 & 2) 1 hour per week

- Practice of number skills via the Numbots app for 15 minutes per week – time spent on the app will be tracked by the class teacher.
- Practice of times tables via the Times Tables Rock Star (TTRS) app for 15 minutes per week (Year 2 only – from Autumn 2) - time spent on the app will be tracked by the class teacher.
- Daily reading for at least 10 minutes.
 - Children on the RWI programme will keep a reading record diary. Each signed date in their reading record contributes to their half termly Reading Olympics target (Gold = 30 dates; Silver = 25 dates; Bronze: 20 dates).

- Children who have completed the RWI programme will complete quizzes on Accelerated Reader. These will be tracked and monitored by class teachers. Their half termly quiz average will contribute to their Reading Olympics target (Gold: 95%; Silver: 90%; Bronze: 85%).
- Complete weekly spelling activity on Purple Mash.
- Complete weekly Maths activity on Purple Mash.

Key Stage 2 (Years 3 & 4) 1.5 hours per week

- Practice of number skills via the Numbots app for 30 minutes per week – time spent on the app will be tracked by the class teacher (until they have completed diamond stage)
- Practice of times tables via the Times Tables Rock Star (TTRS) app for at least 30 minutes per week - time spent on the app will be tracked by the class teacher
- Daily reading for at least 15 minutes and quizzes completed on Accelerated Reader. These will be tracked and monitored by class teachers. Their half termly quiz average will contribute to their Reading Olympics target (Gold: 95%; Silver: 90%; Bronze: 85%).
- Complete weekly spelling activity on Purple Mash.
- Complete weekly Maths activity via Purple Mash (15-20 minutes).

Key Stage 2 (Years 5 and 6) 2.5 hours per week

- Regular practice of times tables via the Times Tables Rock Star (TTRS) app for at least 30 minutes per week - time spent on the app will be tracked by the class teacher
- Daily reading for 20-30 minutes and quizzes completed on Accelerated Reader. These will be tracked and monitored by class teachers. Their half termly quiz average will contribute to their Reading Olympics target (Gold: 95%; Silver: 90%; Bronze: 85%).
- Complete weekly arithmetic task, shared on Purple Mash (approximately 30 minutes).
- Complete weekly spelling activity on Purple Mash.
- Complete weekly literacy (SPaG / reading) task, shared on Purple Mash (20-30 minutes).

When should homework be set

Homework will be set consistently across the school on the following weeks. No homework will be set during the final week of each half term and during any holidays. As an exception Year 6 children will receive revision packs during the Easter holidays. Children will still be set homework during assessment weeks.

Autumn

W.b. 9th September, 16th September, 23rd September, 30th September, 7th October, 14th October, 4th November, 11th November, 18th November, 25th November, 2nd December, 9th December.

Spring

W.b. 6th January, 13th January, 20th January, 27th January, 3rd February, 24th February, 3rd March, 10th March, 17th March.

Summer

W.b. 21st April, 28th April, 5th May, 12th May, 2nd June, 9th June, 16th June, 23rd June, 30th June, 7th July.

Homework rewards and sanctions

Completed Homework

Class teachers will maintain an accurate record of completed homework tasks.

All homework handed-in by its due date will be marked.

Class Teachers will track the time spent on Apps such as Timetable Rockstars, Numbots etc and the number of quizzes completed.

Rewards

Children will receive a Class Dojo point for each piece of completed homework handed in on time.

Failure to Return Completed Homework

If a pupil fails to return completed homework within the time, the following procedures will be implemented (*teachers will use their professional judgement and understanding of the child's circumstances when implementing these guidelines*):

- If a child has a genuine reason, such as failure to understand the task, then parents should be encouraged to notify their child's class teacher so that the problem can be addressed.
- From Year 3 – Year 6, if a child does not complete their homework (Purple Mash based maths, spelling and literacy task) on time, they will have to attend homework club on the following Friday to complete it.
- If homework is late again within the same half term, a notification will go home to parents via a telephone call or ParentMail (See Appendix).
- If there is still no further improvement, the parents will be invited in to school to discuss these concerns and reiterate the importance of their child completing homework.
- In cases of illness/ absence, it is the teacher's discretion to decide if there are any consequences

Homework Club

This will be held every Friday between 12:15 and 12:45pm. Children will go to the hall afterwards to have their lunch. Children can attend homework club to complete homework in advance of the deadline. If there are any children who have failed to complete their homework by the deadline, they will be sent to complete their homework on the following Friday.

Feedback

All children receive prompt feedback on their homework in a variety of forms such as:

- verbal
- written/ typed
- class discussion
- praise and recognition during an achievement assembly

Parents are asked to:

- annotate any support given;
- encourage their children to talk about the feedback they have received;
- contact the school if they have any concerns

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Quality of Homework & The Effectiveness of the Policy

The implementation of this policy and procedures will be monitored in the following way:

- By class teacher dialogue with parents and pupils, and the marking process
- By Key Stage teams through discussion of the quality and appropriateness of tasks on a half termly basis

- By the Deputy Head teacher and Head teacher, each term through
 - ❖ A scrutiny of the quality of the homework tasks
 - ❖ A review of the number of pupils not completing tasks and the number of letters written to parents
 - ❖ An appraisal of any parental comments

The policy will be reviewed annually (or when the need arises).

Appendix A

Dear Parents/ carers,

I wanted to make you aware that _____ has failed to complete his/ her homework on at least two separate occasions this half term. Homework is important because it develops core skills in young children that will serve them throughout school and working life. The Education Endowment Fund has carried out a lot of research on the impact of homework and it has found that on average pupils make +3 months progress within year by completing Maths and English tasks linked to their learning.

I have attached our homework policy for reference. We do run a homework club for children to attend on Friday lunchtimes. If you feel your child would benefit from attending then please let us know and we will ensure he/ she attends.

If you would like to discuss this further then please email the phase account on

Kind regards