



Pencoys Primary School

Homework Policy

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Next Review :January 2024	Review by: Mrs Bonds	

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Statement of Intent

Pencoys School is a vibrant, enthusiastic, forward-thinking and safe learning environment in which pupils are given every opportunity to complete a fulfilling education.

We believe that homework plays an important part in education and the benefit of doing homework must be instilled at an early age so that independent study can be achieved.

We are also aware that pupils have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We will give careful consideration to ensuring homework is well-balanced across the school.

As a school we believe that properly designed homework can play a valuable part in a child's education. Certainly, over a school career, homework can add a substantial amount of study time. Through this policy we aim to ensure consistency of approach throughout the school by outlining the purpose, types and amount of homework set. We recognise the fact that the purpose of homework may change as pupils get older and that the needs of the individual pupil should be taken into account. As a staff, we give careful consideration to making homework suitable and well balanced across the school.

We believe homework works best when:

- Children and parents/carers are very clear about what they need to do
- Parents and carers are treated as partners in their child's learning
- Tasks are carefully planned in year groups and with structures to support by progression in learning, as part of the school's curriculum
- It builds on and helps to consolidate work done in class
- There is a regular programme so that everyone knows what is expected each week
- Homework is achievable by all pupils and adaptations are made where necessary
- There is consistency in expectation across the school

For our policy to be implemented successfully parental support is crucial and it is our intention to involve parents and carers in the implementation and monitoring of this policy.

This policy aims to:

- Develop a consistent approach to homework throughout the school.
- Make sure that teaching staff, parents and pupils are aware of their responsibilities with regards to homework.
- Ensure that parents understand what is expected of their child.
- Encourage pupils to develop the responsibility and self-discipline required for independent study.
- Embed knowledge and support pupils' learning experiences via revision and reinforcement.
- Work with parents and involve them in their child's learning, and to keep them informed about the work their child is undertaking.
- Use homework as a tool for raising standards of attainment.
- Extend learning beyond the classroom.
- Give pupils further practise and a deeper understanding of skills, knowledge and concepts learned during the school day.

Legal framework

This policy has due regard to all relevant statutory and good practice guidance including, but not limited to, the following:

- DfE (2019) 'Ways to reduce workload in your school(s)'
- Ofsted (2022) 'School inspection handbook'
- Ofsted (2022) 'School monitoring handbook'

This policy operates in conjunction with the following school policies:

- Marking and Feedback Policy
- Teaching and Learning Policy
- Parent Code of Conduct
- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Attendance and Absence Policy

1.0 Roles and responsibilities

The headteacher and governing board will be responsible for:

- Monitoring the effectiveness of this policy.
- Reviewing this policy annually and making appropriate updates as required.
- Discussing with staff the extent to which this policy is being implemented.
- Meeting with parents and discussing the impact of homework as appropriate.
- Providing parents with information about homework.
- Informing new parents about this policy.
- Monitoring the effectiveness of inclusivity and accessibility of homework.
- Ensuring all members of staff within the school are aware of the school's Homework Policy.
- Answering any queries that teaching staff have regarding this policy and the school's practices.

Teachers will be responsible for:

- Planning and setting up a regular programme of homework for pupils.
- Providing an explanation of homework tasks and ensuring that all pupils understand what they have to do.
- Ensuring all homework is purposeful and links directly to the curriculum.
- Setting homework that is appropriate to pupils' abilities.
- Monitoring homework regularly and making sure pupils are completing it.
- Marking homework and giving feedback to pupils where appropriate.
- Communicating with parents if there is a problem regarding homework.
- Being available to parents and pupils for a discussion about homework.
- Setting homework that is consistent across classes.
- Ensuring homework takes equal opportunities into account and that the needs of pupils with disabilities are considered.
- Rewarding quality work and praising pupils who regularly complete homework.

The support of parents and carers is vital for this policy to be successfully implemented. As a child moves through the school the type of homework they receive is likely to change and therefore the role of the parents/carers will also alter slightly. In general it is our hope that parents will:-

Parents will be responsible for:

- Informing teachers of any issues that may arise and co-operating with the school to find a solution.
- Keeping the school informed of any change in circumstances which may affect their child's learning and ability to complete homework effectively.
- Encouraging their child to discuss homework and feedback from teachers.
- Provide a reasonably peaceful, suitable place in which pupils can do their homework alone or with the help of an adult

- Make it clear to pupils that they value homework and support the school in explaining how it can help their learning
- Ensure homework is completed on time and if a task appears to be taking too long then stop
- Encourage pupils and praise them when they have completed homework
- Become actively involved in joint homework activities
- Go through homework with the child, encouraging the child to discuss their work.
- Parents are responsible for helping the children to manage their homework, for example organisation of time, planning of completion of the tasks, talking to the children about their homework and discussing their homework together. It is also important they provide feedback to their children, and where necessary, to the class teacher e.g. via Dojo.
 - Parents should respect the professional judgement of the teacher.
 - Parents will communicate with staff if there are issues with the child and homework.

Pupils will be responsible for:

- Taking responsibility for their own learning and submitting completed work in a timely manner.
- Having a positive approach towards homework.
- Putting the same effort into homework as class work.
- Making sure they understand the tasks that have been set and seeking clarification if required.
- Ensuring that they have everything they need to complete homework and returning to school all books and stationery needed to complete their homework.
- Taking pride in the presentation and content of their homework and performing to the best of their abilities.

2.0 The School's Approach to Homework

2.1 Definition of Homework

Homework is learning that will help with, reinforce and extend schoolwork. It can therefore be defined as work or activities which pupils are asked to do outside lesson time, either on their own or with parents/carers. Homework should consolidate knowledge taught in class and is an opportunity for the pupils to practice recalling their knowledge/learning away from the school setting/teacher.

2.2 The Purpose of Homework

We set homework because:

- It helps the school develop an effective partnership between parents/carers and school
- It provides opportunities for retrieval practice, helping to secure knowledge into long-term memory
- It encourages the development of confidence, self-discipline and the organisational skill pupils need to study on their own, and prepares them for the requirements of secondary school

2.3 Types of Homework

The school understands that setting, marking and providing feedback on homework is a large contributor to the workload of teachers; therefore, teachers will ensure that homework is only set to positively impact pupils' progress.

Prior to homework being set, teachers will ask themselves, 'Why am I setting this homework?' and 'How will this homework be useful to the pupil?' If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the homework is necessary.

Homework may be uploaded to an online platform where pupils and parents can view homework tasks, reducing printing costs and the number of lost homework sheets.

English	To include weekly spellings activities: a list of spellings to be practiced including RWI spelling rule words and common exception/statutory spellings. and Regular reading to and with parents/carers is vital. Our suggestion is that all children at our school should either read to their parents/carers or to be read to regularly. Help and guidance on how to support your child to read is available in the front of their reading records and on the school website.
Maths	To include mental (e.g. times tables practice) and/or written up to 1 hour per week. 30 minutes of Maths Whizz plus times tables practice e.g. TTRS.

Topic	Homework Grid: should provide opportunities for retrieval practice and for practising material taught in the wider curriculum 20-30 minutes
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Topic homework can be recorded on Dojo. Homework exercise books are available for those families that want them.

A certificate for pupils that have engaged with homework will be awarded half termly.

Teachers will explain the school's approach to homework to parents at the parents' evening in September

Every half- term, each year group will be informed of what is expected of them with regards to homework, including the main topics and tasks.

The amount of homework set for pupils may increase as they progress through their education.

Teachers will occasionally set extra homework for the whole class if they deem it beneficial.

The table below shows expected homework. Tasks may be set in addition to the below activities.

2.4 Timetable of Homework

The precise amount of time spent on homework is much less important than the quality of the tasks set and the way that they are planned.

Broad guidelines however, on the amount of time pupils might reasonably be expected to spend on homework are as follows:-

Year group	Homework	Suggested time	Total per week
R	<ul style="list-style-type: none"> Phonics/Reading RWI books each night 	10 minutes/night	45 minutes
1	<ul style="list-style-type: none"> Reading RWI books each night Tricky words practice/spellings 1-min maths (White Rose) Homework Grid 	5 minutes/night 10 minutes 10 minutes 10 minutes	55 minutes
2	<ul style="list-style-type: none"> Reading RWI or AR books (min 3 x a week) each night Tricky words practice/phonics Maths Whizz Homework Grid 	10 minutes/night 10 minutes 10 minutes 15 minutes	1 hour

3	<ul style="list-style-type: none"> • Reading AR books x 3 weekly • Spellings / times tables – 5 minutes each day • Maths Whizz • Homework Grid 	20 minutes 25 minutes 20 minutes	1 hour 10 minutes
4	<ul style="list-style-type: none"> • Reading AR books x 3 weekly • Spellings / times tables – 5 minutes each day • Maths Whizz • Homework Grid 	20 minutes/night 25 minutes 25 minutes	1 hour 50 minutes
5	<ul style="list-style-type: none"> • Reading AR books x 3 weekly • Spellings – 5 minutes each day • Maths Whizz • Homework Grid 	20 minutes/night 25 minutes 25 minutes	1 hour 50 minutes
6	<ul style="list-style-type: none"> • Reading AR books x 3 weekly • Spellings – 5 minutes each day • Maths Whizz • Homework Grid 	20 minutes/night 30 minutes 30 minutes	2 hours

3.0 Absences

If a pupil is absent from school due to illness or medical reasons, the school will not supply work for these periods – pupils should be well enough to undertake any work supplied.

There may be exceptions to the above and the classroom teacher will decide whether homework should be set on a case-by-case basis.

If a pupil is absent for a long period of time, the teacher and the parents of the pupil will agree on what should be done and how much help should be provided.

Absences when homework is set and due will be managed in line with the school's Attendance and Absence Policy.

4.0 Pupils who fail to complete homework

All pupils will be expected to complete homework.

If pupils fail to complete homework, teachers will contact parents to find what the reason for this is.

Teachers will make efforts to support pupils who are struggling to complete homework and will raise any concerns regarding their pupils' ability to complete homework to the headteacher and/or parents as appropriate.

5.0 Marking homework

Homework will be acknowledged and celebrated.

Homework will be discussed orally with the pupil or class.

Teachers will award certificates to all pupils that complete homework half termly.

5.1 Monitoring Homework

Teachers will ensure that homework is carefully planned as part of medium and short term planning and that it is set in accordance with school policy. They will ensure the half termly homework grid is completed and emailed to SLT the end of the previous half term to be reviewed, prior to being emailed to parents in the first week of the new half term. Class teachers will be responsible for setting and collecting homework for their own classes. This will include responding to parental comments and notes where appropriate. Teachers will not be marking homework tasks in detail as it is expected the tasks will have been discussed at home as homework is about learning at home. Where pupils regularly complete homework to a good standard, then teachers will use the school reward system and issue rewards in recognition of their efforts. Teachers will give reminders and discuss lack of homework with parents of children who repeatedly fail to submit work.

6.0 Pupils with SEND

A balanced approach to homework will be adopted for pupils with SEND, in consultation with the pupil's parents and the SENCO.

Whilst it is important that children with a special need do as much in common with other children in the class, there will be occasions when it is more appropriate for them to do work which addresses their individual needs. Wherever possible these should be linked to their IEPs or EHCPs and should give plenty of opportunity for pupils to succeed.

Pupils with SEND will be supported in accordance with the school's SEND Policy.

7.0 Equal opportunities

The school will ensure that it provides the full range of opportunities for all pupils, regardless of gender, sex, disability, sexual orientation, ethnicity and social, cultural or religious background.

All pupils will have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability.

8.0 Monitoring and review

This policy is reviewed **annually** by the headteacher.

Any updates to this policy will be shared with parents, pupils and staff.

The scheduled review date for this policy is **January 2024**



Appendix 1 -Year 5 example half -termly spelling list



Ending in <u>-ibly</u> and <u>-ably</u>	Ending in <u>-ibly</u> and <u>-ably</u>	Homophones	Ending in <u>-ent</u>	Ending in <u>-ent</u>	Orange words
understandably suitably miserably comfortably horribly incredibly	adorably terribly possibly responsibly considerably visibly	allowed aloud guessed quest passed past	<u>frequent</u> <u>patient</u> <u>ancient</u> <u>innocent</u> <u>dependent</u> <u>intelligent</u>	obedient magnificent decent different efficient urgent	embarrass excellent exaggerate especially interrupt
accident(ally) actual(ly) address answer	appear arrive believe bicycle Test: 20.01.23	breath breathe build busy/business Test: 27.01.23	calendar caught centre century Test: 03.02.23	certain circle complete consider	continue decide describe different Test: 10.02.23

Ending in <u>-ibly</u> and <u>-ably</u>	Ending in <u>-ibly</u> and <u>-ably</u>	Homophones	Ending in <u>-ent</u>	Ending in <u>-ent</u>	Orange words
understandably suitably miserably comfortably horribly incredibly	adorably terribly possibly responsibly considerably visibly	allowed aloud guessed quest passed past	<u>frequent</u> <u>patient</u> <u>ancient</u> <u>innocent</u> <u>dependent</u> <u>intelligent</u>	obedient magnificent decent different efficient urgent	embarrass excellent exaggerate especially interrupt
accident(ally) actual(ly) address answer	appear arrive believe bicycle Test: 20.01.23	breath breathe build busy/business Test: 27.01.23	calendar caught centre century Test: 03.02.23	certain circle complete consider	continue decide describe different Test: 10.02.23

Appendix 2 -Year 6 example: Half -termly homework grid

 Year 6- Autumn 2- Homework Grid				
	Geography/History	Art/DT/ Music	Science/Maths/Computing	R.E. / P.S.H.E/ PE
Past Revisit	<i>Locate all the major oceans on a map of the world.</i>	<i>Create a poster that conveys an environmental message.</i>	<i>Create a fact file on one of the animal classifications. Mammals, birds, fish, reptiles, amphibians, insects, arachnids, annelids, molluscs, crustaceans and echinoderms.</i>	<i>Write down 3 changes that you have made to help combat climate change.</i> 
Present <u>Consolidate</u>	<i>Find out the original meaning of the propaganda 'Keep calm and carry on'</i>	<i>Research Dame Vera Lynn and how her music boosted moral during World War Two.</i>	<i>Create a powerpoint presentation about the Battle of Britain.</i>	www.fitterfuture.com <i>Click on Get Active, Key Stage 2 and complete the clip KS2 Interval Workout Classroom. The clip is 7 minutes 20 seconds long.</i>
Future Ignite	<i>Using Google Maps explore North America. Which famous landmarks can you see? Write a list and locate them on a map.</i>	<i>Draw an iconic North American landmark in the style of Andy Warhol.</i>	<i>Investigate the currency that is used in some of the countries in North America. Draw pictures of the bank notes and coins and try to find the current exchange rate.</i>	<i>Look at the design of a Native American totem pole and create your own version to represent yourself.</i>
Shade and date the box when you complete a task. Any activity that cannot be recorded in your book needs an adult's signature and date. Do at least one task each week. Don't forget to also read at home, learn your spellings and Complete Maths Whizz, as much as you can!				