



***Anderton
Primary School***

Homework Policy	
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Rationale:

Research over a number of years has shown that homework or home activities can make an important contribution to a child's progress in school; +5 months progress. It extends the challenge open to all pupils and ensures that teaching time is used to maximum effect. We believe that homework helps to develop critical skills including time management, organisation and thinking skills. We believe that education is a life-long process. A child's education does not cease when he /she leaves our school premises, learning at home is an essential part of a good education.

"Homework" is any work or activity completed outside lesson time, either alone, with parents, or others; homework makes an important contribution to progress at school.

School aims:

At Anderton Primary School we value every member of our school community, whatever their background or circumstances, making sure they have the support they need to:

- Develop their understanding of the value of leading a healthy lifestyle
- Work and play in a secure and safe environment in which they are encouraged to develop moral values and mutual respect
- Experience an exciting curriculum which fosters their enthusiasm, develops an enquiring mind and enables every child to achieve his/her full potential
- Access an education for life where they are able to learn how to become effective and reliable members of the wider community
- Foster ambition and expectation to carry through to adult life. To achieve these aims all learners, staff, parents/carers and governors will work together to promote our **core values**.

1. Introduction

1.1 The governors and staff of Anderton Primary School believe homework consolidates and reinforces skills and understanding in Mathematics, English and other curriculum areas, which helps raise the level of achievement of individual pupils, provides opportunities for parents/carers and children to work together and, thereby, fostering an effective partnership between home and school.

1.2 We have structured most of our homework tasks to focus on specific key skills which will enable our children to access many other areas of the English and Maths curriculum:

- Reading – reading fluently, with comprehension and for pleasure are vital skills to develop. This is why we encourage our children to read daily. We reward children for reading at home through bookmarks and free books to take home and keep.
- Spellings/Punctuation – by learning how to spell key words and words with specific spelling patterns, we are enabling our children to become more fluent writers.
- Times tables/fluency and reasoning– these form the basis of many areas of maths. Knowing times tables and Key facts will enable our children to become more efficient mathematicians in class.

1.3 Where appropriate, we will aim to use web-based platforms for helping our children achieve their homework. For example, we use Times Tables Rock Stars as a platform for learning times tables. We also use Accelerated Reader and Oxford Reading Buddy so all of our reading scheme is accessible on line. Homework may be set via seesaw too.

1.4 We recognise that all children need leisure time and hope that our policy reflects a balance so children can extend and consolidate their learning with parental support while still allowing 'down time.'

2. Aims and objectives

2.1 We believe that homework benefits pupils by:

- reinforcing concepts and skills taught in school;
- enabling pupils to revisit aspects of the curriculum;
- encouraging children to read to their parents/carers;
- providing an opportunity for parents/carers to become involved in their child's learning;
- helping to demonstrate to children that learning can take place in many environments;
- promoting learning at home as an essential part of good education;
- helping children and young people to develop skills and attitudes they need for successful lifelong learning;
- supporting the development of independent learning skills, including the habits of enquiry and investigation.

3. Commitment

3.1 Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to oversee the development of this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy

3.2 Role of the Headteacher

The Headteacher will:

- ensure that homework is built into teachers' planning;
- keep up to date with new developments with regard to homework;
- monitor and evaluate this policy

3.3 Role of the Teachers

Teachers must:

- integrate homework into their planning;
- ensure the homework tasks are accessible on the school website;
- set tasks or activities;
- set homework appropriate to each child;
- explain when, what and how the work is to be done so that each child clearly understands;

3.4 Role of Parents/Carers

Parents/carers are asked to:

- praise the value of homework to their children;
- 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;
- make the experience pleasurable;
- 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 school if they are not sure of some aspect of the homework or if their child is experiencing difficulties in doing it;
- contribute to school evaluation so the school can monitor and evaluate its effectiveness

3.5 Role of Children

Children are asked to:

- complete their homework by the set deadline;
- listen carefully in class to make sure they understand what is asked of them;
- make sure they get feedback on their homework;
- complete their homework using appropriate writing materials;
- have a go at all their homework activities.

4. Types of Homework

4.1 All homework tasks and activities are designed to consolidate and reinforce skills and understanding in Mathematics, English and enhance cross curricular teaching.

5. Feedback

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

- verbal
- written
- class discussion

5.2 Parents/carers are asked to:

- give teachers any feedback they feel might be useful;
- encourage their children to talk about the feedback they have received;
- contact the school if they have any concerns

6. An overview of the homework schedule (Reception to Year 6)

6.1 Homework (including spellings) is set on a Friday for collection on Thursday, unless the class teacher informs parents/carers of alternative arrangements.

<u>Rec class</u>	Children will be given activities linked to phonics, reading and writing. Children should complete a task every week, which will be handed in weekly, on a set day. Children are encouraged to read on a daily basis and parents should record this in their reading record. Children are encouraged to practice counting forwards and backwards weekly. Some homework activities may be set via Seesaw.
<u>Year 1</u>	Children will be given a White Rose Booklet and a SPAG task/activity. Children should complete a task every week, which will be handed in weekly, on a set day. Children are encouraged to read on a daily basis and parents should record this in their reading record. Children are encouraged to practice counting forwards and backwards weekly. Some homework activities may be set via Seesaw. Spelling and Phonic tasks will be sent home weekly alongside tricky words.
<u>Year 2</u>	Children will be given a White Rose Booklet and a SPAG task/activity. Children should complete a task every week, which will be handed in weekly, on a set day. Children are encouraged to read on a daily basis and parents should record this in their reading record. Spelling and Phonic tasks will be sent home weekly alongside tricky words. Children are encouraged to use Times Table Rockstars on a weekly basis and continue to practice their 2, 3, 5 and 10 times tables regularly and also focus on the rapid recall of addition facts to 20. Some homework activities may be set via Seesaw.

<u>Year 3</u>	Children will be given a White Rose Booklet and a SPAG task/activity. Children should complete a task every week, which will be handed in weekly, on a set day. Spellings will be sent home weekly and tested the following week. Children are encouraged to read on a daily basis and parents should record this in their reading record. Some homework activities may be set via Seesaw. Children are encouraged to use Times Table Rockstars.
<u>Year 4</u>	Children will be given a White Rose Booklet and a SPAG task/activity. Children should complete a task every week, which will be handed in weekly, on a set day. Spellings will be sent home weekly and tested the following week. Children are encouraged to read on a daily basis and parents should record this in their reading record. Some homework activities may be set via Seesaw. Children are encouraged to use Times Table Rockstars.
<u>Year 5</u>	Children will be given a White Rose Booklet and a SPAG task/activity. Children should complete a task every week, which will be handed in weekly, on a set day. Spellings will be sent home weekly and tested the following week. Children are encouraged to read on a daily basis and parents should record this in their reading record. Some homework activities may be set via Seesaw. Children are encouraged to use Times Table Rockstars.
<u>Year 6</u>	Children will be given a White Rose Booklet and a SPAG task/activity. Children should complete a task every week, which will be handed in weekly, on a set day. Spellings will be sent home weekly and tested the following week. Children are encouraged to read on a daily basis and parents should record this in their reading record. Some homework activities may be set via Seesaw. Children are encouraged to use Times Table Rockstars. Children may be given extra homework (when required) on areas/subjects they find difficult.

6.2 There will be optional suggested activities linked to topics, outlined on seesaw or via written communication, which children need to complete.

7. Forgotten and incomplete Homework

7.1 It is our experience that children forget to bring back their homework on occasions. In such an instance the child will be expected to return their homework on the following school day. In cases where this does not occur, staff will talk to the pupil to find out their barriers to homework completion. If they continue to forget or not complete their homework over time, their class teacher will call the child's parent/carer to discuss this with them.

8. Inclusion

8.1 In accordance with our Inclusion Policy, the Governors and staff of Anderton Primary School are committed to making homework accessible to all pupils. The expectations of completing homework tasks are the same for all pupils.

9 Differentiation

9.1 It may be necessary to provide differentiated tasks to suit different abilities and to meet the requirements of all pupils. Providing differentiated tasks will also make it possible for the homework task to be completed independently. There will be instances when the same homework task will be suitable for all pupils.

10. Special educational needs

10.1 It is the responsibility of the class teacher to set appropriate homework for all pupils and to provide tasks that can be undertaken independently. Whenever necessary, the class teacher should provide differentiated tasks for pupils with special educational needs.

10.2 The Special Educational Needs Co-ordinator should liaise closely with class teachers to co-ordinate homework tasks for pupils who may receive extra support.

11. Equal opportunities

11.1 The Governors and staff of Anderton Primary School believe in providing all pupils, regardless of race, gender or ability, with the same opportunities. We extend this belief to our Homework Policy and believe that it forms a fundamental part of our mission statement.

12. English as an Additional Language (EAL)

12.1 The Governors and staff of Anderton Primary School are committed to providing all our pupils access to homework. We recognise that some children who speak English as an additional language and need to make provision for them to access homework tasks. Class teachers will use strategies such as giving extra oral explanations or providing differentiated tasks.

13. Monitoring the Effectiveness of the Policy

13.1 The effectiveness of this policy will be reviewed every two years or when the need arises, and the necessary recommendations for improvement will be made to the governors.