

Homework Policy

Aim of the Langley Academy Trust

To provide an outstanding education for every child in the trust through High aspirations and through the principles of quality learning using curiosity, exploration and discovery.

Guiding principles

At Parlaunt Park Primary Academy we recognise that quality homework is only one part of an approach to improving learning and pupil achievement. We define homework as any activity that pupils undertake outside of school lesson time, either on their own or with the support of family members. Where homework is engaging, exciting and motivating it will help pupils make at least good progress. The Early Years Foundation Stage (EYFS) and the National Curriculum are the basic elements at the heart of our learning and our homework will be based around the statutory requirements for our children.

This policy aims to underline the fundamental principles set out in the criteria for teaching and learning at our school. To be effective, this policy does not stand alone; it must be embedded into our classroom practice and be read in conjunction with:

- EYFS Policy
- Behaviour Policy
- Assessment Policy
- Marking Policy
- Homework Policy
- Safeguarding Policy
- Teaching and Learning Policy
- Curriculum Policy

Aims at Parlaunt Park Primary Academy

- To produce happy, engaged and motivated learners who develop a love of learning
- To ensure pupils achieve their potential in all aspects of school life
- For pupils to develop a responsible and independent approach to their work
- To set high expectations for pupils achievements
- To continuously improve the quality of teaching and learning, and raise standards so that all pupils make at least good progress

At Parlaunt Park Primary Academy we have a strong commitment to parental involvement and see homework as one way of developing this partnership. Why give homework?

- It can inform parents about work going on in class;
- It can further stimulate enthusiasm for learning;
- It takes advantage of the home environment and resources and the chance for some one to one adult time;
- It can be a great source for gathering topic information to share with all the children;
- It is a great opportunity to rehearse key skills such as times tables, spellings, handwriting and other key facts;
- It helps to foster good habits of organization and self-discipline in preparation for the demands of Secondary School.

Homework at Parlaunt Park Primary Academy

Whilst we support all of the above key principles, Parlaunt Park is not a school at which homework dominates home and school life. We accept that not every activity will capture children and parents' imagination and that weekends can sometimes be busy. We believe that homework should be enjoyable and manageable for all concerned and that

if it becomes a chore/burden/source of conflict it ceases to be a constructive aspect of teaching and learning. We do not specify amounts of time that must be spent on a task, preferring individual children and families to set their own routines. Individual teachers are happy to give advice.

We hope the children are motivated by positive incentives and by the tasks themselves; children are not punished if they fail to complete the work. However discreet homework registers are kept and if a child consistently fails to complete and return tasks, this is discussed with the child and their parents.

Homework Focuses

Homework will only be set weekly for the following: **Spelling rules, Times tables and Reading**. Our major focus with this is to boost the level of support and attention given to reading at home. Parents must agree to read with their child a minimum of three times a week. They must sign and acknowledge they have read with their child in a home reading record that is monitored by Class Teachers. Class teachers will be proactive in asking parents to adhere to this home school agreement and will follow up on occasions where it has not been completed.

Knowledge Organisers linked to curriculum subjects being taught that half term will be sent out at the beginning of each half term as a unit changes. This will explore a range of vocabulary, concepts and key facts that will be required to facilitate the children's learning in their curriculum subjects that term. Parents will be advised to rehearse, remind and explore this content with their children. Parents will also be given a curriculum map/Topic web for each term and can facilitate their children's learning on the subjects outlined as they see fit.

Our routines and expectations

All classes give out weekly homework on a **Tuesday**. If it is a piece that needs handing in, it is expected to be returned by the following **Monday**. The work should always have been explained and discussed in class before coming home; it may be a continuation of classwork, or a maths games already familiar to your child. It is our intention, and good practice, not to send work home that the child cannot already do i.e. parents are not expected to teach new skills. There should be a clear explanation/reminder from the teacher of what is expected. Each child has a homework book and the majority of tasks are kept in there. However, if your child struggles to complete the homework there are plenty of available online resources to support them. See our website for some suggestions.

Work that needs marking (and is not feeding into other classwork) will be returned to the child. This should happen each week.

Expectations:

Due dates for the tasks will be clearly established on the homework pro forma for year R-6. These may vary between the tasks, either weekly or fortnightly. Broadly speaking these are current expectations:

YG	Tasks	Parental Expectations
N	Sharing books and communicating with school via the home - school book	Must acknowledge with a comment where appropriate.
R	Daily reading, learning key words and engaging with a weekly topic related task to be done alongside your child	Must acknowledge in the reading record where you have heard your child read. Sign, date and comment.
Y1	Daily reading, spellings, number bonds and 2,5,10 times tables. Knowledge organiser over the term – not marked by class teacher but reviewed consistently throughout the learning. Active Learn & Times table rockstars.	Must acknowledge in the reading record where you have heard your child read. Sign, date and comment. Practice Spellings and tables explore the Knowledge Organiser with children
Y2	Daily reading, spellings, times tables. Knowledge organiser over the term – not marked by class teacher but reviewed consistently throughout the learning. Active Learn & Times table rockstars.	Must acknowledge in the reading record where you have heard your child read. Sign, date and comment. Practice Spellings and tables explore the Knowledge Organiser with children
Y3	Daily reading, spellings, times tables. Knowledge organiser over the term – not marked by class teacher but reviewed consistently throughout the learning. Active Learn & Times table rockstars.	Must acknowledge in the reading record where you have heard your child read. Sign, date and comment. Practice Spellings and tables explore the Knowledge Organiser with children

Y4	Daily reading, spellings, times tables. Knowledge organiser over the term – not marked by class teacher but reviewed consistently throughout the learning. Active Learn & Times table rockstars.	Must acknowledge in the reading record where you have heard your child read. Sign, date and comment. Practice Spellings and tables explore the Knowledge Organiser with children
Y5	Daily reading, spellings, times tables. Knowledge organiser over the term – not marked by class teacher but reviewed consistently throughout the learning. Active Learn & Times table rockstars.	Must acknowledge in the reading record where you have heard your child read. Sign, date and comment. Practice Spellings and tables explore the Knowledge Organiser with children
Y6	Daily reading, weekly homework that focuses on maths and English, spellings and times tables and a topic task. Active Learn & Times table rockstars. Again, many of the tasks will involve paired work with your child! <i>In year 6 children will be given additional revision work at the discretion of the class teachers.</i>	Must acknowledge in the reading record where you have heard your child read. Sign, date and comment. Practice Spellings and tables explore the Knowledge Organiser with children

Active Learn: The online resource for Active learn will be set up for the children by class teachers at the beginning of each half term. Texts, games and resources will be added by the class teacher focused around that half terms learning in maths, English and their topics. This will be tracked and reviewed by the class teacher at their discretion.

Marking: The tasks set will not always need to be handed in; there are other ways in which teachers will respond or give feedback, for example, sharing results in class discussion, putting work onto a display or transferring work into class books.

Marking of spelling and timetable tests will occur through highlighting of errors in pink and an acknowledgement tick. Other homework will be marked with only an acknowledgement tick and will be at the discretion of the class teacher.

Differentiation: All homework will be set to balance the outcomes expected of that child and to suit and match the needs of the child and their ability. This may be based on their levels or teacher assessments or necessary gaps within their learning. Where a child requires support further the homework will be differentiated to meet their needs.

Parental Involvement and expectations

Year 3 parents might, for example, find themselves supporting research of Egyptian Gods, finding out about grandparents' experience of school or measuring objects around the home. This also means that each child can pursue a set task at their own level of ability. Increasingly teachers are using the web for homework. This may be directing children and parents to play a specific game from Interactive Resources or, to comment on a blog.

We ask children and parents in Years 3 to 6 to take responsibility for sticking sheets in the book and keeping the book tidy. Failing this, teaching assistants manage it. As far as possible, homework will be related to class topics. This is important as it helps parents to know more about what is going on in class and to support enthusiasm for learning.

Holiday homework

It is our policy to give homework over the holidays and half term breaks. The aim of this is to foster further opportunities for family engagement and exciting learning opportunities. These topics will usually be more creative and have an arts and design theme within them. These themes will often be whole school and will show a fantastic progression of the learning of our children. This work will be displayed for the following term within the school hall. The themes are subject to change but may follow the themes outlined below.

Holiday	Homework Curriculum Link	Suggested Themes for Homework
Autumn Half Term	British Values	World War One – 100 years centenary projects
Christmas	RE	Religious Festivals/Holidays/Celebrations
Spring Half Term	Science	Spring: the changing of the seasons/Plants/Nature/Growth
Easter	Art	A study of an Artist: Picasso/Van Gogh/Andy Warhol/William Morris
Summer Half Term	Science/SMSC	Summer: Seas & Oceans
Summer Holidays		To be chosen by the student council.

Concerns:

What to do if you have concerns If you find the homework inappropriate for your child, if they lack interest, if it becomes a battleground or if you are concerned that homework is given inconsistently please talk with your child's teacher in the first instance. If you still have concerns, please talk with Polly Bennett, the Headteacher.

Monitoring of Policy:

Ratified Date: July 2018

Author: Lawrence Hyatt

Review Date: July 2020