



Homework Policy

This policy should be read in conjunction with the following documents:

- Teaching and Learning Policy
- Curriculum Policy
- EYFS Policy
- Feedback and Marking Policy
- Home School Agreement

Committee Responsible:	Curriculum	Review Frequency:	3 Years
This Version Dated:	February 2021	Next Review:	February 2024

Review History		
Date: February 2021	Date:	Date:
Key Changes: (highlighted) - Updates to section 3 Organisation and Expectations - Updates to ICT resources used in school to provide homework.	Key Changes:	Key Changes:
Presented to Governors: Curriculum Committee 3 rd February 2021	Presented to Governors:	Presented to Governors:
Signed:	Signed:	Signed:
Chair of Governors Date:	Chair of Governors Date:	Chair of Governors Date:
Signed:	Signed:	Signed:
Headteacher Date:	Headteacher Date:	Headteacher Date:

Ryelands Primary and Nursery School – Our Ethos and Values

Imagine, believe, achieve

In our school community every individual is respected, valued and nurtured; we share a belief about every child's ability to exceed their dreams.

We teach children to love life, themselves and the world around them. Through learning we foster curiosity, perseverance and resilience.

We believe that our attributes are not fixed; that our abilities and intelligence can grow through engagement, effort and by embracing challenge.

1. Aims

Our whole school homework policy aims to:

- To consolidate key skills in English and maths, in particular reading, spelling and times tables
- To reinforce understanding gained in school with activities and experiences in the home and other environments
- To extend learning beyond the school environment and reinforce the notion that learning takes place in all aspects of life
- Develop a learning link with families and a shared understanding of pupil progress
- To improve and develop study skills, including personal responsibility and independence, that can secure success for pupils in the future
- To offer opportunities for children to explore their learning in broader more creative contexts

2. Statement

At Ryelands Primary School homework is used regularly as a means to enhance learning for all children in our school. Children will be positively encouraged to complete homework tasks for their own benefit, although non-statutory and therefore non-compulsory.

Homework plays a vital role in linking learning in school with learning at home. Completing homework on a regular basis as children grow older allows them to embed key study skills that will enable them to be successful in their future. In addition, homework offers children and families an opportunity to share in the learning process, extending and consolidating key learning from school, often in fun and engaging, creative ways. Homework strengthens the link between home and school and also allows parents and families an opportunity to further understand the learning their child is involved in at school. Parents will discover how their children learn and what they learn, and how well they are progressing.

3. Organisation and Expectations

Where possible regular routines and expectations for the completion of homework are set in place by the class teacher, including reward schemes to advocate and reward the completion of homework tasks. Sometimes homework is displayed in school to celebrate success and effort. Every week there will be an expectation that some home learning takes place in all year groups to support learning in school and pupil progress. **Reading will always remain of paramount importance regardless of the child's stage in their school career. It is expected that children will read with an adult every day.**

The guidelines below outline the type and amount of homework parents can expect pupils to receive in different year groups at Ryelands School. However, during the course of a term, a project or the academic year this may change as a result of different projects and approaches being pursued in each class. For example, the learning in one year group may have an art focus where children are asked to collect ideas or resources in a sketchbook, rather than

completing written tasks. Alternatively a class might be preparing for a specific test or assessment requiring a focused English and maths approach.

Class teachers will actively communicate these changes with children and families as the year progresses using verbal messages, letters, newsletters, the school website/app and Facebook as appropriate. Expectations might be modified to meet the needs of individual pupils and group of pupils in school (see Section 7). Additional, individualised homework tasks may be set based on individual need or parental request.

Year Group	Expectation
Nursery	<ul style="list-style-type: none"> • Next steps lists updated onto 'Evidence Me' each half term for parents. • Next step at home books start in the spring term for all school starters. (Encouraged to complete at least once a week) • Summer term lilac level reading books are sent home (Changed weekly)
Reception	<ul style="list-style-type: none"> • Next steps lists updated onto 'Evidence Me' each half term for parents. • Next step at home books (Weekly updated) • Reading books to be read daily. (Team leader follows up with weekly phone calls of not reading daily at home.) • Reading games (Changed as child progresses through phonics stages).
Year 1	<ul style="list-style-type: none"> • Daily reading at home. • Each half term, one creative task is set linked to the current topic. The finished piece of work, which is usually a model, is brought into school and shared during a Friday celebration assembly.
Year 2	<ul style="list-style-type: none"> • Daily reading at home. • Each half term, one creative task is set linked to the current topic. The finished piece of work, which is usually a model, is brought into school and shared during a Friday celebration assembly.
Year 3/4/5	<ul style="list-style-type: none"> • Daily reading at home. • Spelling Mission sheets to learn. (Year 5 – spelling shed) • A list of 6 suggested activities to be completed throughout the half term. Each half term the homework is based on the current project or theme. There is at least 1 Maths and 1 English activity, with the other 4 linking to other curriculum areas such as science or geography.
Year 6	<ul style="list-style-type: none"> • Daily reading at home • Spellings to learn (based on NNS sequence) • (5&6) TTRS or Numbots for specified amount of time each week • (5&6) Weekly Read Theory • A list of 6 suggested activities to be completed throughout the half term. Each half term the homework is based on the current project or theme. There is at least 1 Maths and 1 English activity, with the other 4 linking to other curriculum areas such as science or geography. • (From January) 4 pieces of homework set on a Monday: grammar, reading comprehension, spelling and maths, to be completed by Friday (usually based on CGP exercises)

All teachers and year groups advocate the use of ICT based resources to extend and consolidate learning. Specific ICT resources paid for by school include:

- 'Times Table Rockstars' (a mathematics programme developed to help children practice their times tables at speed) – children in school will be issued with log in details for use at home and school
- 'Read Theory' provides children with the opportunity to improve their reading comprehension skills in a fun way that keeps them attentive and motivated.
- 'Teach Your Monster to Read' Phonics & Reading Game

The school also uses Google Classroom as an online learning platform. Teachers are able to set tasks for children and provide feedback once they have been completed.

Teachers in school can access progress reports and assessment information linked to these activities. In addition, children can access a number of additional non-subscription learning web resources, such as 'BBC Learning' independently or through links on the school website, in the Homework section. In addition, on the school website there are links to other free web based learning resources that children might use for learning and research purposes at home.

4. Curriculum Links

Homework tasks are designed to link with or enhance the current curriculum content being taught in school. Teachers include homework planning as an element of their preparation for teaching different topics in school.

Children are actively encouraged by teachers to further their knowledge of subject areas by pursuing their interests through additional research and learning outside of school. When children present work that has been generated as a result of independent learning these results are celebrated in classes and shared with the whole school where possible.

5. Assessment, Recording and Reporting

Homework is recognised as an essential element of the learning process and is also used as vehicle to assess pupil progress, supporting judgements concerning pupil performance. It is also a vital means of evaluating the learning behaviours and attitudes of children in school. The quality of homework and the regularity of its completion will be commented on in pupil reports where appropriate.

In addition, where specific homework has been set by the class teacher, in order to challenge or consolidate learning, this homework will be marked following the school's marking policy. Pupils will be given feedback about the accuracy and quality of their work.

6. Inclusion including meeting the needs of all pupils

All children are expected to engage in homework activities regardless of age or ability. However, as noted above (Section 4), homework tasks, their difficulty and the amount of time allocated to completing them will be modified according to the needs of different children, including those with recognised special educational needs. Children may be offered additional support, modified tasks or resources (enlarged for example), or time in school with adult support to complete set tasks.

Homework Clubs are a regular option as part of extra-curricular provision organised for children in school and all children have access to them. These clubs may be used in a targeted way to support children who struggle to complete homework tasks at home.

7. Resources

The school has a bank of ICT devices (laptops and iPad's) which can be loaned to parents/children to support with the delivery of ICT based homework tasks. These are offered on a fortnightly basis and parents are required to sign a 'loan agreement' where they agree to pay for any damages.

Many homework tasks can be completed using standard equipment and stationery supplied by school. However, if necessary, school is able to provide families with additional, inexpensive resources to complete homework tasks as requested. Families are not required or expected to provide large amounts of additional purchased materials to complete homework tasks.

All children are expected to use a 'Book Bag' to transport reading books and homework tasks to and from school and keep these safe. This is another means by which children begin to take responsibility for their own learning. These are available to purchase from the school office.

8. Professional development and training

Homework and the provision for this in school, is considered as part of ongoing CPD work in school aimed at improving outcomes for all children. Where necessary staff training will be provided to support this process.

8. Health and Safety

When completing any homework task children will not be required to participate in any activity that is considered to be unsafe or beyond realistic skills or expectations according to age or ability. Any necessary guidance for the safe completion of a task will be provided by the class teacher.

9. Roles and Responsibilities

- ✓ It is expected that teachers will:
 - Provide regular homework for pupils in line with the expectations outlined in this policy.
 - Use homework as an opportunity to consolidate learning, develop creativity and prepare pupils for the next stage of their school career when appropriate, ie. Year 6.
 - Encourage children to complete homework and reward them for doing so in line with school policy.
 - Differentiate homework to meet the needs of different individuals and groups of children in school.
 - Provide the necessary resources, information and instructions for homework to be completed (ie. passwords for subscription websites, extra paper for art activities).
 - Provide, where appropriate or necessary, additional opportunity for homework to be completed in school.
 - Communicate with children and families about homework as part of ongoing conversations about learning.

- ✓ It is expected that pupils will:
 - Read to an adult out of school every day.
 - Complete homework tasks on a regular basis trying to make their efforts their 'best work'.
 - Understand that completing homework will help them improve in their learning, make progress and enable them to be more successful at school and as they grow up.
 - Enjoy the benefits of learning outside of school with their families.

- ✓ It is expected that parents will:
 - Provide a suitable place within the home to enable their child to concentrate on their homework.
 - Make it clear to their child that they value homework and support the school in explaining how it can help learning.
 - Provide a 'Book Bag' for their child to use to carry reading books and homework tasks to and from school each day.
 - Encourage and praise their child when homework is completed.
 - Become actively involved in homework activities with their child, wherever possible.
 - Contact the school if there are issues around homework or if their child is experiencing any difficulties with homework.
 - The school recognises that it may not be possible for all parents to assist their child with their homework. The homework set should be at a level for the child to complete independently (with the exception of reading at Key Stage 1 and Foundation Stage). If parents / carers do have any concerns or difficulties supporting their child, we would ask that this is discussed with the class teacher.

- ✓ It is expected that school will:
 - Provide opportunities to celebrate when children have worked hard to complete homework or made a special effort.

- Monitor how much homework is being set to ensure that children are not asked to complete unrealistic amounts of work at home.
- Monitor how much homework is being completed by individuals and groups of pupils in school, including those entitled to the pupil premium grant; evaluating its impact on pupil progress and organising interventions (such as homework clubs) to maximise impact and success.
- Work with parents to support and help them in making homework a valued and enjoyable part of home life for families.
- Provide families with extra information about ‘what’ and ‘how’ children are being taught in school, for example workshops for parents about the school’s approach to calculating in maths.

10. Monitoring and Evaluation

Homework provision and processes will be reviewed regularly by the teaching team and a judgement made on the effectiveness of planned homework tasks on pupil progress. The Governing Body, in its monitoring role, may ask for additional detail and analysis concerning the impact of homework on reported pupil progress and outcomes.