

# Homework Policy



# TEACH Trust Homework Policy

## Statement of Intent

Our vision is to promote a love of learning in order to maximise the life chances of every child in our Trust. Through nurturing, high expectations and skilled teaching, we will have a lasting and positive impact on our local and wider community.

Under the Equality Act 2010 and the Public Sector Equality Act which came into force in April 2011, the Trust has due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

All our Trust schools are gold level Rights' Respecting schools. By becoming Rights' Respecting schools, we have adopted a coherent values framework which shapes the ethos and curriculum of the school. In our learning, teaching, action and word, we recognise and support the rights of all children, and celebrate diversity. This, and our core values of: trust, excellence, aspiration, collaboration and honesty, underpin our educational provision. This enables us to improve self-esteem, enhance moral and academic development, improve relationships and behaviour, eliminate prejudice, and develop global citizenship.

## Benefits of homework:

- children are able to practise, consolidate and complete work done in class
- children are able to prepare for future class work, in particular preparing year 6 for the secondary phase of their education
- children can access resources beyond that available in school
- children can develop their skills in using library and other learning resources
- children are provided with opportunities for individualised work
- it allows the school extra opportunities to assess children's progress
- children develop their skills in planning and organising their time
- children develop good habits and self-discipline
- children have greater ownership and individual responsibility for their learning
- parents gain a direct insight into their child's learning
- parents are able to engage in and support the learning journey
- it creates channels for home-school dialogue
- it contributes to the expectations of parent(s)/carer(s), children, the school and the public

## How Homework is organised

Across infant and junior schools, a progressive plan of homework expectations is in place to help develop children's skills as learners. Work will be set appropriate to a child's ability and appropriate time will be allowed for its completion. In infant schools, class teachers will communicate homework tasks to parents via the book

bag. In junior schools, all pupils are issued with a homework diary and the children take greater responsibility for recording and organising their homework. Parents/carers are encouraged to check their child's homework and sign the diary weekly. Those wishing to use the diary to communicate with the class teacher should remind their child to inform their teacher that there is a message for them as the diaries will be checked on a weekly rather than daily basis.

## **Expectations**

Below is a guide to the types of homework and level of expectation in TEACH Trust schools. Reading features prominently and is the cornerstone in accessing all areas of information. Therefore, we encourage parents/carers to engage in reading activities with their child for a minimum of 10 - 15 minutes each day. Listening to stories and talking about books makes a very important contribution to helping children learn to read and develops vital skills in comprehension. As children progress to becoming independent readers, re-telling or summarising the story to an adult helps to consolidate comprehension. The story at bedtime is still an ideal and special way to 'wind down' at the end of the day and promote a love of reading.

## **Infant Schools**

### **EYFS**

#### **Reading**

- a) Sharing **library** books with their child. These books are chosen by your child when they visit the library. We do not expect the children to be able to read them. They are for parents/carers to read and enjoy with their child.
- b) Children will bring home book banded books which can be changed on a daily basis. Children need to read at least three times a week. Parents/carers are asked to record each time their child reads in the reading record. Children are rewarded with a golden sticker.
- c) Sounds and keyword book will be sent home to be used while they are learning the keywords and sounds.
- d) Weekly challenges cover all areas of learning. These start when the sounds book is finished.
- e) Topic home learning. Open ended activities based on the topic being covered.

### **Year One and Two.**

#### **Reading**

- a) Sharing library books with their child. These books are chosen by your child when they visit the library. We do not expect the children to always be able

to read them. They are for parents/carers to read and enjoy with their child. However, as your child's reading improves, please encourage them to have a go at reading words/sentences you think they will know.

- b) Children will bring home book banded books which can be changed on a daily basis. Children need to read at least three times a week. Parents/carers are asked to record each time their child reads in the reading record. Children are rewarded with a golden sticker.

### **Spelling**

Common exception words are sent home to learn each week alongside words that relate to the graphemes being learnt in class. Spellings are tested each Friday in a spelling quiz. When ready, the children will apply their spellings in sentences.

### **Topic Home Learning**

Home learning tasks may be sent home during topics. These are more open ended activities that will relate to the topic the children are currently learning.

### **SPaG (Spelling, Punctuation and Grammar) Task**

The focus of the SPAG lesson each week will be explained on weekly homework slips. Parents/carers can choose to continue the SPAG learning at home to reinforce or extend.

### **Other Homework**

The children will have access to BUG Club reading and Mathletics. Each child has a login which they can choose to use and access when they wish.

## **Junior Schools**

Once pupils progress to junior schools, the schedule for homework is more formalised and the specific details of homework requirements are recorded by each child in their homework diary. The homework diary also includes a wealth of information pages which parents can use to support home learning, for example, key questions to encourage comprehension of text read independently; subject specific key vocabulary; mathematical terminology; grammar glossary of terms etc.

### **Homework schedule:**

<b>SUBJECT</b>	<b>DAY SET</b>	<b>DAY DUE IN</b>
Reading	Daily	Daily
Maths	Thursdays	Following Wednesday

English	Thursdays	Following Wednesday
Spellings/Grammar		
Other	Varies	Varies
Topic	Varies	Usually, pupils have at least two weeks to complete these projects

### Home Learning Projects

Exciting home learning projects, which take place over a number of weeks are usually more creative and may involve building or making something. These projects are designed to encourage pupils and parents/carers to work together to have fun creating something they are really proud of!

### Homework Club

In junior schools, if parents prefer their child to do homework at school, they will be able to do so with adult guidance in the after school homework club. Parents will need to book a place in advance via the Schools Gateway online booking facility.

### Learning Opportunities

Every effort is made to ensure all children are able to participate in extending their learning through homework. If homework is not completed, and the offer of homework club has not been utilised, learning opportunities will be facilitated during break or lunch times in school.

### Equality Impact Assessment

Question	Response
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Which relevant groups and stakeholders have been consulted with in relation to this policy?		Please tick
	Pupils	
	Trustees	✓
	Staff	✓
	Parents/Carers	
	Local Authority	
	Trade Unions	
	Other Advisors (give details)	
What are the arrangements for monitoring and reviewing the actual impact of the policy?	Termly	
	Annually	✓
	When applied	
	If legislation changes	
	If a formal complaint	

Characteristic Group	Is there a potential for positive or negative impact?	Please explain and give examples of any evidence/data used	Action to address potential positive/negative impact (e.g. adjustment to the policy)
Disability	✓	Resources (access)	Reasonable adjustments to the task
Gender reassignment			
Marriage or civil partnership			
Pregnancy and maternity			
Race			
Religion or belief	✓	Some faiths don't believe in screens	Paper resources offered
Sexual orientation			
Sex (gender)			
Age			
SEN	✓	Resources and ways in (access)	Reasonable adjustments to the tasks
Vulnerable	✓		
Traveller, migrant, refugees and people seeking asylum	✓	Support at home inconsistent	Opportunities at homework club. Communication book. Meetings.
EAL	✓		Translation or extra support/explanation from teacher