



Leckhampton
C of E Primary School

Homework Policy

November 2022

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School Vision, Values and Aims

Our school vision, values, aims and motto are rooted in the Church of England's Vision for Education; *Deeply Christian, Serving the Common Good* and the biblical teaching of;

“Love the Lord your God with all your heart, and with all your soul, and with all your mind and with all your strength; and love your neighbour as yourself” (Mark 12.30,31).

Vision

Open Hearts, Open Minds, Open Doors

Values

Respect	Luke 10:25-37	The Good Samaritan
Responsibility	Luke 15:11-32	The Prodigal Son
Compassion	Luke 19, 1-10	Zacchaeus the tax collector
Perseverance	Luke 5:17-26	A man is helped by friends to see Jesus

Aims

Our principle aim - For all to know that they are welcome

To show kindness and forgiveness

To listen to one another

To seek enjoyment in our work.

To show patience with one another

To show love towards one another

To show courage in our work

To keep the children at the heart of our decisions

To embrace innovation and change

To trust one another

To inspire one another

To celebrate the dignity and worth of each individual

To begin each new day positively

To reach out to one another

To have confidence

To encourage one another

To support and challenge one another

To believe in one another

Aims of this policy

- To explain the purpose of homework at Leckhampton Primary School.
- To clarify expectations as to what homework will be set and when.
- To clarify responsibilities for homework.
- To explain different types of homework which may be set.
- To support parents with facilitating the completion of homework.
- To ensure consistency of approach and entitlement throughout the school.

The purpose of homework

We recognise that there are many different views held by our families on the subject of primary school homework and individual family circumstances vary enormously, which we know can make homework an additional challenge for families to incorporate into their busy lives.

The Education Endowment Foundation`s (2018) Teaching and Learning Toolkit, Homework Primary research, highlights that whilst homework does not always lead to a large increase in learning, schools whose pupils complete homework tend to be more successful. A driver of this success may be the greater levels of parental support which are associated with homework. There is some evidence that short and focused homework tasks can be effective in improving attainment.

In addition, the research states that “short focused tasks or activities which relate directly to what is being taught, and which are built upon in school, are likely to be more effective than regular daily homework.”

Professor Hattie (2014): “the best thing you can do is reinforce something you`ve already learned.” By reinforcing prior knowledge, homework helps to transfer this knowledge from the working memory to the long-term memory, so that the learning becomes firmly embedded. This supports our aim for the children to know more and remember more.

Homework not only helps children to retain knowledge, it also helps to expand it by providing opportunities for children to think about a subject in more depth. Tasks such as pre-learning and research activities can help to develop inquiry skills and build knowledge and creativity.

At Leckhampton C of E Primary School, we strongly believe that homework is an important part of the learning process, not least because it supports the essential home-school partnership and helps to build a closer relationship between home and school.

We set homework because it can...

- help to continue to raise standards of attainment
- improve the quality of the learning experience offered to pupils beyond the classroom environment.
- provide opportunities for parents, children and the school to work together in partnership.
- support parents in understanding what their child is learning in school.
- encourage pupils and their parents to share and enjoy learning experiences.
- reinforce work covered in class by providing further opportunities for individuals.
- help children practise and consolidate basic skills and knowledge, especially in English and Mathematics.
- develop the responsibility, confidence and self-discipline children need to study independently and prepare them for the requirements of the next stage in their learning.
- foster curiosity and promote a lifelong love of learning.

Organisation of homework

The following guidance supports teachers to set an age appropriate amount of homework and enables parents to recognise whether their child is spending an appropriate amount of time on their homework. If the homework set is taking significantly longer each week than the suggested amount, then parents should discuss this with their child's class teacher. We consider it more beneficial for children to complete a small amount of homework regularly than to complete all homework in one go. It is, of course, for to parents to decide what works best for their family.

Year Group	Total Time	
Reception	Up to 30 minutes per week	Reading, letters and sounds (phonic) work and mathematics.
1 and 2	Up to 1 hour per week	Reading, letters and sounds (phonic) work, mathematics and foundation subject work where appropriate from Year 2.
3 and 4	Up to 1.5 hours per week	Reading, spelling and mathematics. Work linked to foundation subjects.
5 and 6	Up to 2.5 hours per week	Reading, spelling and mathematics. Work linked to foundation subjects. (Current affairs homework – Year 6 only)

Responsibilities

Teachers are responsible for setting regular homework which is both relevant and manageable. Teachers ensure that homework tasks are clearly explained to the children and parents and make clear the expectations for completion. Generally homework tasks allow one week for completion and include a weekend, so families can decide for themselves when homework best fits in around family life. Teachers are responsible for ensuring that all relevant resources are provided and any

on-line activities set can be accessed at home. Teachers will reach out to families as soon as they become aware of any difficulties in the completion of homework to offer further support and guidance.

Children are increasingly responsible for completing and returning their homework within the allocated time-frame. This supports the children's sense of responsibility and independence.

Parents are asked to ensure that their child completes their homework regularly, within the allotted time and to share any concerns or feedback with the teacher.

School will ensure that parents and teachers understand homework expectations and parents are supported in facilitating homework at home. School will ensure that there is a clear progression in the homework set across the school, as well as a steady increase in the amount of time children spend on homework as they progress through the school. School will also provide useful and relevant information on their website to support homework such as useful websites, tips on how to make the teaching of spelling more active and engaging and how to engage reluctant readers at home. School will also explore the need for the provision of places and times where homework could be completed at school but outside of the school day.

Types of homework set

Maths

Maths homework is set for all year groups. Each week class teachers will issue a Maths task, which will reflect the learning in the class. Homework tasks are set, whenever possible, on a Friday for completion by the following Friday. Teachers will explain the week's homework task to the children during the day and will also discuss the previous homework task set and provide verbal feedback to children then. The majority of the maths homework tasks set will link to children developing automaticity with number facts.

End of year expectations for Maths and expectations for rapid recall of facts, together with the School's maths calculation policy are on the School website for parental reference.

Reading

Research shows that children improve their reading by reading. Children benefit most from reading a small amount each day. Class teachers across the school will set reading homework weekly, in line with School's reading guidance. Younger children will be provided with age and ability appropriate texts. Older children are expected to self-select reading material and keep their own records about the texts they have read. These will be checked weekly by class teachers. If parents raise a concern through the reading record, teachers will contact parents for further discussion. Class teachers have the responsibility to make the decision as to when each child is ready for the next stage in their journey to becoming an independent reader. Recommended reading lists will be issued to parents at the start of the year from Years 3-6, should parents wish to further develop reading at home. Teachers will ensure that parents understand the expectations for reading homework at the start of each year.

Phonics / Spelling

As soon as children start school, they will be taught phonics, the sounds made by graphemes. Phonics homework will be set by Reception teachers and, where appropriate, by Year 1 teachers. Children need a good grasp of phonics to support them with both reading and spelling. In Reception and Year 1, teachers share a home learning sheet which provides details of the current weekly learning focus. Information such as the phonemes and tricky words introduced during the week are provided for families to help children to practise at home. From Year 2, spellings are set on a termly basis and shared at the start of each term, together with a list of focus words for the term and spelling patterns to be practised at home. Teachers will include the basic spelling rule taught each week where this is appropriate and useful. Spellings set link directly to the National Curriculum learning objectives for the year group. School will provide suggestions for a range of fun and engaging activities for learning spellings to support parents.

Foundation Subjects

From Year 2 onwards, children will be set increasing amounts of homework which are based on the foundation subjects. This work will be set when it is relevant and purposeful and will support work being done in the class. In Year 6, children will be asked to complete current affairs homework on a regular basis in order to help prepare them for secondary school and develop awareness of life outside of their immediate environment. Children will be provided with opportunities to present homework in different ways, giving them some choice about how their homework looks and promoting independence.

How parents can support homework

Homework should be a positive experience for both parents and children. The following recommendations may help.

- Provide a suitable time and place for your child to carry out their homework. Minimise distractions.
- Agree with your child where and when homework is to be completed over the week and stick to these arrangements as closely as possible.
- Remember that homework will require some time each week when planning other activities for your child.
- Encourage and praise your child when they have completed their homework.
- Become actively involved and support your child with homework activities when needed.
- Make it clear that you value homework and support the school by explaining how it can help your child with their learning.
- Be positive about homework.
- Understand that process is often more important than the end product.
- Speak to the teacher who set the homework if you are finding it challenging to complete homework with your child, if homework is taking longer than the suggested length of time or if you have any other concerns related to homework.

At Leckhampton C of E Primary School we actively encourage parents to support children with their homework. We take the view that children are more likely to benefit more from an activity if parents show their support and interest in the learning. This might involve discussing how the work will be completed and followed up with a discussion at the end, with the child having worked independently to complete the task. It is particularly important, as children get older, that they develop a sense of greater independence by taking on a greater responsibility for managing their time and developing a sense of ownership of their learning. This will of course, vary depending on the nature of the task and the age, ability and engagement of the child. We recognise that there is a delicate balance between supporting and over-supporting, so if a parent is unsure about what their role should be and how to support at home, they should discuss this with their child's teacher.

Inclusion

We expect all children to be able to access the homework set, so teachers consider the needs of all pupils when setting homework. Tasks will be adjusted where required to ensure the work can be accessed by children of different abilities. Teachers will discuss any issues which may arise from homework set for pupils with specific needs directly with families, as appropriate.