



POLICY TITLE: Homework

Persons with Responsibility:

Sarah Gordon-Weeks (Vice Principal)

Documents consulted:

Safeguarding policy

Online safety guidance from the DfE

Policy History:

Issue No.	Date	Author	Summary of Changes	Next Review Date
3	May 2020	SGW	Added learning from home linked to Covid-19 changes and ideas	May 2022
2	May 2018	SGW	Reviewed and updated	May 2020
1	February 2018	SGW	Update of information	February 2020

Aim

Through providing an enriched curriculum in an inspirational and stimulating environment, we are challenged to realise every individual's potential. Valuing our role in the community, we equip our children with skills and attitudes to enable them to widen their life choices in an ever-changing world. We strive to encourage independence in our pupils. Homework is a tool to encourage positive attitudes to studying and learning and an important part of the home school partnership.

Learning at home is an essential part of good education. Regular homework is important, since it gives pupils the opportunity to practise at home the tasks done in class, and helps them work towards improving important skills.

All children are expected to take part in a variety of homework tasks to enhance and support their work in class.

How staff at Dashwood support this policy:

Staff will

- provide a range of homework tasks and activities to consolidate and extend learning in class that can be accessed in paper form or online;
- allow for the child's other activities by providing (where appropriate) at least two nights to complete homework;
- ensure that the children have a clear understanding of the tasks involved and a common understanding of the high expectations held of them individually, according to their ability;
- communicate with parents and keeping them informed of children's progress, projects and topics to be studied, and their child's individual targets;
- run homework clubs during and after school;
- adapt work where needed for pupils (such as those with SEN);
- support parents through offering curriculum workshops and online guidance;
- use Assessment for Learning techniques to support children's learning through homework.

How parents can help to support children:

Parents will provide

- somewhere peaceful for children to work without the distractions of television, other family members and pets;
- a suitable place, equipped with a comfortable chair, clear table space, good light;
- encouragement and support to children when they require it;
- support the academy in explaining to children that homework is valued and aids learning;
- encourage pupils and praise them when homework is completed;
- be actively involved in the homework of younger children in particular;

Pupils are expected to:

- make full use of all the opportunities they are presented with;
- tackle home tasks promptly and with a positive attitude;
- take pride in presentation and content, acknowledging the high personal standard expected;
- be organised so that necessary books and equipment are not left at academy;
- take responsibility for handing in the completed task on the agreed day.
- in KS2, pupils are expected to complete their weekly homework tasks and we do offer a homework club 1 lunchtime per week to support with this. For each completed homework; the child's name is entered into a draw. At the end of term; a name is chosen and that child receives a prize.

Types of Homework

- **Project style** - A block homework project given 3 times a year that engages parents and pupils, linked to the topic that pupils are learning for that term, that have defined outcomes or success criteria. E.G. design and build a model of a Tudor house, create a weather diary for a report.
- **Individual weekly** - Homework that engages pupils and parents that does not involve formal marking but is linked to literacy or maths and has defined outcomes /success criteria. In Foundation stage this homework comes into place after they have completed their sound books. They have to read their books, learn new tricky words and complete a literacy or maths based homework activity in their homework books. In KS1, homework is set once a week related to phonics or maths. Pupils also receive a new reading book (at least one a week) to share with parents/carers. Big Maths Beat That tests are sent home to be shared with parents/carers. Websites will be given where appropriate so that parents/carers can use to support learning. In KS2 children will receive one piece of literacy and numeracy each week that is based on the learning they are doing in class.
- **Online learning during the Covid-19** pandemic will include use of appropriate websites and additional activities that parents are able to access from home.
- **Every day** - Other homework expected to happen every day. In Foundation Stage this consists of pupils completing their sound book daily until they know all their sounds. Then homework is given weekly as it is a longer piece of work that is then given. In KS1, pupils need to continue to learn their keywords and read their books daily to support their learning. For KS2 pupils, it is essential that they continue to learn their basic number facts for maths in different real life contexts as their weekly spellings and reading.
- ✓ **Spellings** – The staff believe this is an important part of reading and writing but should not be stand alone and meaningless lists, tested randomly. In KS2 children will be assigned spelling lists focusing on spelling rules learnt in class that week. The pupils will be directed to the lists and will be expected to learn them every day using 'look, cover, write, check'. In KS1, spellings are linked to the phonics sounds being taught that week.
- ✓ **Number bonds** – staff in KS1 (and where appropriate in KS2) expect pupils to learn their number bonds to 10 and 20 at home as well as at school. These constitute the building blocks of maths learning and can be best learned in real life situations (e.g. shopping, lists, counting)
- ✓ **Times Tables** – Staff expect that learning times tables happens at home as well as at school. Each class in KS2 (and where appropriate in KS1) will be given a times table grid which is on the school website to assist learning, however it is known that in order to cement understanding behind these concepts they need to be based in real life situations that occur (for the majority of the time) at home. The use of the PiXL times table App will be positively promoted by staff to parents with pupils in Years 1-6.
- ✓ **Reading** - it is expected that whilst reading a reading scheme book, children will be heard read at home every day as part of their homework. As they become more fluent it is expected that pupils will read at home independently, every day from a wide variety of texts e.g. newspapers, magazines, computer based text etc. The use of the PiXL Vocab App will be positively promoted by staff to parents with pupils in Years 1-6 alongside Accelerated Reader and for some pupils the use of Lexia.

Feedback

It is important that feedback is given to pupils as quickly as possible. This will be given in a number of ways:

- immediately by parents or carers;
- discussion in class where homework is a part of the class work;
- through tests;
- individual comment from teacher on written work;
- pupils reviewing the work done in small groups;
- use of Tapestry/Seesaw to support communication and celebrate achievements;
- presentation of homework in class and academy assemblies; and other activities.