



# **Attleborough Primary School**

## **Homework Policy**

**Date: April 2024**

**Review: April 2025**

## **Statement of Intent**

We believe that homework plays an important part in education and the benefit of doing homework must be instilled at an early age so that independent study can be achieved.

We are also aware that pupils have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We will give careful consideration to ensuring homework is well-balanced across the school.

This policy aims to:

- Develop a consistent approach to homework throughout the school.
- Make sure that teaching staff, parents and pupils are aware of their responsibilities with regards to homework.
- Ensure that parents understand what is expected of their child.
- Encourage pupils to develop the responsibility and self-discipline required for independent study.
- Embed knowledge and support pupils' learning experiences
- Work with parents and involve them in their child's learning, and to keep them informed about the work their child is undertaking.
- Use homework as a tool for raising standards of attainment.
- Extend learning beyond the classroom.
- Give pupils further practise and a deeper understanding of skills, knowledge and concepts learned during the school day.

**This policy operates in conjunction with the following school policies:**

- Marking and Feedback Policy
- Teaching and Learning Policy
- Parent and Pupil Code of Conduct
- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Attendance and Absence Policy

## **Roles and responsibilities**

The headteacher and governing board will be responsible for:

- Monitoring the effectiveness of this policy.
- Reviewing this policy annually and making appropriate updates as required.
- Discussing with staff the extent to which this policy is being implemented.
- Meeting with parents and discussing the impact of homework as appropriate.
- Providing parents with information about homework.
- Informing new parents about the this policy.
- Monitoring the effectiveness of inclusivity and accessibility of homework.

Teachers will be responsible for:

- Planning and setting up a regular programme of homework for pupils.
- Providing an explanation of homework tasks and ensuring that all pupils understand what they have to do.
- Ensuring all homework is purposeful and links directly to the curriculum.
- Setting homework that is appropriate to pupils' abilities.
- Monitoring homework regularly and making sure pupils are completing it.
- Checking homework and giving feedback to pupils. This may be done through whole class feedback or rewarded with Dojo points
- Communicating with parents if there is a problem regarding homework.
- Being available to parents and pupils for a discussion about homework.
- Setting homework that is consistent across classes.
- Ensuring homework takes equal opportunities into account and that the needs of pupils with disabilities are considered.
- Rewarding quality work and praising pupils who regularly complete homework.

Parents will be responsible for:

- Supporting and encouraging their child with regards to completing homework.
- Becoming involved in their child's homework and encouraging their child to have a positive attitude towards it.
- Making sure that their child completes homework to a high standard and on time.
- Informing teachers of any issues that may arise and co-operating with the school to find a solution.
- Keeping the school informed of any change in circumstances which may affect their child's learning and ability to complete homework effectively.
- Encouraging their child to discuss homework and feedback from teachers.

Pupils will be responsible for:

- Taking responsibility for their own learning and submitting completed work in a timely manner.
- Having a positive approach towards homework.
- Putting the same effort into homework as class work.
- Making sure they understand the tasks that have been set and seeking clarification if required.
- Ensuring that they have everything they need to complete homework and returning to school all books and stationery needed to complete their homework.
- Taking pride in the presentation and content of their homework and performing to the best of their abilities.

### **The school's approach to homework**

The school understands that setting, marking and providing feedback on homework is a large contributor to the workload of teachers; therefore, teachers will ensure that homework is only set to positively impact pupils' progress.

Prior to homework being set, teachers will ask themselves, 'Why am I setting this homework?' and 'How will this homework be useful to the pupil?' If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the homework is necessary.

Every half term, will inform parents about the main topics and units of work being covered via our half-termly curriculum overviews displayed on the school website.

Pupils will use homework books to complete their homework or to keep their work neat and organised.

Pupils will receive homework on a weekly basis which will be returned at the time and date as specified by the class teacher.

Homework will be marked every week and returned to the pupil via their homework book. Where possible and appropriate, work will be marked alongside the children as a class so they can see and understand their achievements.

Parents will be encouraged to discuss any errors with their child. If they have any queries, they should make an appointment to see their child's teacher. Feedback from parents about their child's homework will also be welcomed by the school.

### **Reading**

Children will have 2 reading books at a time. One of these will be a reading scheme book which is closely linked to their decoding skills and level of fluency. The other is a library book that the children has been guided to choose as their reading for pleasure book.

In KS2 children should aim to read to an adult for 25 mins a day.

### **Spelling**

Children are being taught to spell using the scheme Spelling Shed. Each week they should spend 3 x 15minutes playing the spelling games on an electrical device. The teacher will also set challenges for them based on the spellings taught that week. Each stage related to the child's year group, for example Stage 4 – Year 4. Children log on to the scheme, using the details given to them from school and can earn points which help their position in the league table.

## Tackling Tables

Learning multiplication and division facts is an important part of learning maths at primary school. Children are expected to quickly recall all multiplication and division facts up to 12 x 12 by the end of Year 4.

· In Reception and Year 1, children should practise counting up and down in 1s, 2s, 5s and 10s. This prepares them to move on to understanding multiplication and division in Year 2.

· By the end of Year 2, children are expected to know the 2, 5 and 10 x table facts up to 12 x  $\square$  and the related division facts for these. They should also begin to count up and down in 3s.

· By the end of Year 3, children are expected to know the 3, 4 and 8 x table facts up to 12 x  $\square$  and the related division facts for these. They should also be able to count up and down in different amounts from a starting number.

· By the end of Year 4, children are expected to know the 6, 7, 9, 11 and 12 x table facts up to 12 x  $\square$  and the related division facts for these.

In order to achieve these end of year objectives, we use the 'Tackling Tables' scheme which separates learning the tables into levels: Blue (2, 5 and 10); Green (3, 4 and 8) and Red (6, 7, 9, 11 and 12).

Time is taken to support children in practicing times tables in school; however practising at home is also highly recommended and can be in the form of games, quick-fire competition questions or parents can buy the Tackling Tables Student Pack through school for a discount price of £8.50. Please enquire through school if you wish to purchase a set.

Alternatively, all pupils in Years 2 to Year 6 have a Tackling Tables login – this can be used on a computer or via the App to play and practise times tables.

For children in Years 5 and 6 who have already shown that they know all multiplication and division facts, there are 'Intelligent Practice' questions which include missing number sentences

e.g.  $25 \div \square = 5$  or using known facts for multiples e.g.  $70 \times 30 = 2100$ .

### **White Rose – 1 Minute Maths APP**

Parents can also download the free '1-Minute Maths' APP from the App Store. This is suitable for children from Reception to Year 6. It includes early counting skills linked to subitising; addition and subtraction number bonds; multiplication and division facts.

From September 2024, parents will be able to buy White Rose Maths Practice Journals. These are fully aligned to the White Rose scheme and mirrors what is taught in class. These are available to parents at a cost of £4.20.

### **Homework in Early Years Foundation Stage**

Children are given optional 'Next Step' tasks on Tapestry to complete at home.

### **Homework in Years 1, 2, 3 and 4**

Weekly maths and English homework is set and closely matched to what is being taught in class. This includes spelling and handwriting. Children are given optional homework linked to their topic they are covering in class each term.

### **Homework in Years 5 and 6**

To encourage children to learn how to work more independently and prepare them for the demands of high school, Year 5 and 6 children will receive weekly homework alternating the focus of tasks between English and Maths. The expectation is that children will spend up to 30 minutes on their homework during the week.

### **Monitoring**

Written homework is checked on a weekly basis and Dojo (achievement) Points are awarded as appropriate. Reading records should be signed weekly by parents to show that the children have read, answered questions about their reading, or have simply had a conversation about what they have read. The class teacher or teaching assistant checks these on a weekly basis. The school expects children to have read three times each week.

### **In-school Support**

If your child has found the homework very challenging, teachers are willing to help children get started. It is useful to get the children to have a look at their homework in advance of the hand-in date where possible so that any queries or support can be given before it is due.

For children who do not have access to the internet at home, the Computer Suite is available at lunch times for online homework. For those that find it difficult to find a quiet space to concentrate and complete written homework at home, please speak to the class teacher who may be able to offer a supervised quiet break time.

### **Absences**

If a pupil is absent from school due to illness or medical reasons, the school will not supply work for these periods – pupils should be well enough to undertake any work supplied.

There may be exceptions to the above and the classroom teacher will decide whether homework should be set on a case-by-case basis.

If a pupil is absent for a long period of time, the teacher and the parents of the pupil will agree on what should be done and how much help should be provided.

Absences when homework is set and due will be managed in line with the school's Attendance and Absence Policy.

### **Pupils who fail to complete homework**

All pupils will be expected to complete homework on time.

Teachers will keep records of pupils completing homework which are regularly checked.

If pupils fail to complete homework, teachers will contact parents to find what the reason for this is.

Teachers will make efforts to support pupils who are struggling to complete homework and will raise any concerns regarding their pupils' ability to complete homework to the headteacher and/or parents as appropriate.

### **Pupils with SEND**

A balanced approach to homework will be adopted for pupils with SEND, in consultation with the pupil's parents and the SENCO.

Where appropriate, the school will set adjusted or specific tasks for pupils with SEND as outlined in their individual education plans.

While pupils with SEND may benefit from differentiated tasks separate from the homework received by other pupils, they will also complete as much standard homework as possible.

Pupils with SEND will be supported in accordance with the school's SEND Policy.

### **Equal opportunities**

The school will ensure that it provides the full range of opportunities for all pupils, regardless of gender, sex, disability, sexual orientation, ethnicity and social, cultural or religious background.

All pupils will have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability.

### **Guidance for parents**

The homework policy is displayed on the school website. Class teachers and subject leaders will issue guidance on how to practise spelling, reading and mental maths throughout the academic year.

Where particular problems arise parents are contacted by the class teacher to discuss alternative arrangements.

**Monitoring and review**

This policy is reviewed annually

Any updates to this policy will be shared with parents, pupils and staff.

The scheduled review date for this policy is: April 2025