

## Maids Moreton CE School



### Homework Policy

#### Introduction

At Maids Moreton CE School we define homework as any work or activity which pupils are asked to do outside of lesson time, either on their own or supported by parents. Learning at home is an essential part of a good education and helps children to appreciate that learning can take place beyond the classroom. It enables children to become confident and independent in their learning, which will help them throughout their time at school and in adult life. It allows pupils to embed knowledge and skills, complete further research, or complete pre-teach activities, at a level carefully matched to their needs.

Teachers at Maids Moreton CE School set homework in line with this policy.

#### Key Principles

##### Homework should:

- be appropriately matched to the child's ability;
- give children an opportunity to practise, reinforce and directly consolidate what they are currently learning in school;
- develop the confidence, self-discipline and skills of working independently;
- support the development of an effective partnership between home and school;
- extend and enrich school learning by, for example, additional reading, or exploiting learning resources of all kinds at home or in the local community, e.g. the library, museums, local places of interest.

We value and encourage extra-curricular enrichment such as sport, music, drama and other activities within and outside school and recognise the importance of spending time together as a family. Homework, if managed well by children, parents and the school, should not get in the way of these valuable activities.

##### Homework is most effective when:

- the setting, management and marking is agreed collectively by staff and consistently applied
- there is a regular programme so that everyone (teachers, parents/carers, children) knows what to expect each week;
- homework is regularly monitored and evaluated to check that it supports children's learning in the best possible way.
- feedback is provided to pupils and parents.
- parents provide appropriate levels of support\*

**\*Parents can support their child in the following ways:**

- establishing an effective routine for the completion of homework including providing a quiet working space, choosing appropriate time/s in the day when their child is alert and motivated to complete the tasks, and completing the tasks over the week before the deadline.
- working out a schedule that best supports their child, e.g. some children may be able to concentrate on a task for 20-30 minutes and others may respond better by working in smaller time chunks.
- supporting their child where necessary but also allowing them to work independently thus avoiding over reliance on the parent. It is important that the child shows what they can do and that the parent does not complete the homework for them.
- seeking advice from the class teacher if they are unsure how to approach the task or the methods to be used
  - seeking support from the school if there are any barriers to the completion of homework, e.g. IT and other equipment.
- feeding back to the teacher via the homework book how through a short written comment.

At Maids Moreton CE School, we recognise the importance of developing in children a positive attitude towards homework and the confidence and self-discipline needed to learn and study independently to prepare children, particularly in years 5 and 6, for secondary school. Children will be praised for completing homework to a good standard; this may be through the use of verbal praise, written praise or a celebration of the work, such as through display or being shared with the head teacher.

These are the principles on which we set homework at Maids Moreton CE School and the basis for the following homework expectations in each year group.

**Year Group Homework Expectations**

The government no longer sets recommendations for the amount of homework set by schools for their pupils. At Maids Moreton, we have devised a proportionate programme of homework expectations that gradually increase as children move up through the school.

<b>Year Group</b>	<b>Expectations</b>
EYFS	<ul style="list-style-type: none"><li>• Reading to an adult: 5 minutes at least 4 times a week, although daily reading is encouraged. Parents should record in the reading records. We also encourage parents to read to their child each night.</li><li>• The teachers also provide a range of suggested practical home learning activities which support children’s learning in school.</li></ul> <p>For our youngest children a “little and often” method is usually the best approach. Short activities of different kinds such as simple games, an awareness of phonics sounds, numbers and, of course,</p>

	<p>reading together provide a very important opportunity for young children to talk about what they are learning and to practise key skills in a supportive environment.</p> <p>Parents in EYFS are encouraged to view and respond to observations made by the EYFS staff of their child's activities and achievements during the day. Parents are also invited to upload their own observations and annotated photos/videos of their child learning and developing skills at home.</p>
Key Stage 1 – Years 1 and 2	<ul style="list-style-type: none"> <li>• Reading to an adult: 10 minutes at least 4 times a week, although daily reading is encouraged. Parents should record in the reading records. Parents should support children with decoding and reading comprehension. Pointers for KS1 comprehension questions are provided in the inside cover of children's reading records. We also encourage parents to read to their children each night.</li> <li>• Learning weekly spellings [a short daily practise is recommended]</li> <li>• A 20 minute set activity to complete in homework books once a week.</li> </ul>
Lower KS2-Years 3 and 4	<ul style="list-style-type: none"> <li>• Reading –15 minutes at least 4 times a week, although daily reading is encouraged. Children are encouraged to engage in both independent reading and reading to an adult with a focus on comprehension. Pointers for KS2 comprehension questions are provided in the inside cover of children's reading records. Pupils and parents should record in the reading records.</li> <li>• Learning weekly spellings 5 minutes per day.</li> <li>• Learning the times table focus for the week -5 minutes per day.</li> <li>• A 30 minute written task once a week to complete in homework books.</li> </ul>
Upper KS2-Years 5 and 6	<ul style="list-style-type: none"> <li>• Reading –20 minutes at least 4 times a week, although daily reading is encouraged. Children are encouraged to engage in both independent reading and reading to an adult with a focus on comprehension. Pointers for KS2 comprehension questions are provided in the inside cover of children's reading records. Pupils and parents should record in the reading records.</li> <li>• Learning weekly spellings 5 minutes per day.</li> <li>• A weekly SPAG [spelling, punctuation and grammar] task.</li> <li>• Learning the times table focus for the week -10 minutes, 3 x a week.</li> </ul>

	<ul style="list-style-type: none"> <li>• A 40 minute written task once a week to complete in homework books.</li> <li>• Independent research as requested by class teacher.</li> <li>• Towards the end of Year 6, pupils may receive short additional homework tasks at other points in the week in preparation for secondary school.</li> </ul>
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### **Volume of homework and deadlines set**

In order to enable the children to attend activities and enjoy free time outside school, realistic amounts of work and completion times will be set. Specific deadlines will be set in order for the children to be able to learn how to organise their time and work. Homework must be handed in to the teacher by the deadline. Children who complete their homework to a good standard will be recognised. If it is clear that a child will be unable to complete their homework on time due to commitments out of school, parents should contact the class teacher at the earliest possible opportunity.

The school will highlight overall homework expectations to parents at the class welcome meetings in September each year. In addition to this policy, the school also provides advice and guidance to parents on the school website about how to support children with their learning at home. [\*see below] Parents should regularly talk to their children to find out what homework they have been set. Children sometimes choose to spend longer on particular tasks, and within reason, we would not wish to stop this. If this becomes a significant issue, parents should discuss this with the class teacher as soon as possible. Parents should also approach the class teacher as soon as possible if children are struggling with the homework set so that they can provide extra support to those children as appropriate.

### **Setting homework outside of these expectations including SEND**

On occasions, it may be appropriate to set additional work to help a child reach a specific target. An example would be a 10-minute daily practice to improve handwriting for a given period of time or carrying out speech and language therapy exercises. This would be in addition to the above guidelines. Where children have Special Educational Needs & Disabilities, it is sometimes appropriate to vary the allocation of homework. The child's teacher will advise parents of this where necessary.

### **Rewards and Removing Barriers**

Children will be praised for completing homework to a good standard; this may be through the use of verbal praise, written praise or a celebration of the work, such as through display or being shared with the head teacher. Children who read 4 or more times a week will be entered in the reading raffle. Where children in Year 3 or above are not meeting the minimum reading requirements they may be expected to complete their homework at lunchtime or break time. The school will try to support those families who do not have access to the internet or who do not have a device at home which is able to access the internet. The school aims to ensure that no child is disadvantaged in this respect and in particular in relation to homework.

### **Communicating and recording homework**

Homework will be entered into the homework books on a weekly basis. We expect these to go home with the child for them to record their homework and for it to be signed weekly by the parent (on a day agreed with the class teacher) and returned to school. In this way, we know that the parent/carer is aware of the homework set and what the child has done. It can also be used as a means of communication between home and school about the child's homework as well as being good preparation for secondary school.

### **Curriculum forecasts, guides for parents and knowledge organisers\*.**

At Maids Moreton CE School we recognise that support, motivation and investment of time by 'a significant adult' at home have a positive impact on learning. We provide curriculum forecasts each term to give parents information on the learning to be covered in each class and how they can support learning at home. Our knowledge organisers outline all the key vocabulary, skills and knowledge to which children will be exposed for each subject.

On our school website, we have a "Curriculum" and a "Guides for Parents" section which provide parents with a wealth of information on the school curriculum. The curriculum progression documents outline expectations for each year group based on the National Curriculum.

### **Curriculum Information Meetings**

We hold curriculum information meetings for parents on a range of subjects to enable them to best support their child at home. We also hold stay and learn mornings in EYFS to share learning in this year group

### **Monitoring and evaluating this policy**

The implementation of this policy will be monitored and evaluated annually. Feedback from pupils, parents and staff (including via the annual surveys of these groups) will be used as part of this monitoring and evaluation. Governors will receive reports on the monitoring and evaluation of this policy annually or as necessary and will review the policy every three years unless the annual evaluation suggests an earlier review is required.

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