



# La Moye School Homework Policy Spring 2020

## Aim of the Policy

This policy aims to provide staff and parents with clarity about our school's approach to setting homework. This will ensure there is consistency and clarity of approach and progression through the school. This policy has been written following meetings with all teaching staff and a Parents Forum in December 2019, and in response to the findings from the Parent Questionnaire 2019.

## Principles

We are mindful that the research from the Education Endowment Fund on the impact of homework at Primary School is at best inconsistent. We therefore keep homework to a core, focussing on basic skills that need lots of practice to become embedded, such as reading, spelling and maths/number fluency. In addition, we also promote children's interests through self-study opportunities so they can extend their own learning.

This policy recognises the vital role that reading and sharing books play in your child's language and reading development and so overall learning success. It is vital that children are read to as often as possible and have the chance to practice their reading skills when they have reading books sent home. The research on the impact of this is startling and sobering: If you do nothing else read to and with your child!

We also recognise that families are often very busy, and so strive to allow some flexibility in the way homework is completed and give sufficient deadlines so that it can be achieved on time.

As children get older, we do expect more of them because we have a duty to prepare them for secondary school where homework expectations are often significant.

Whatever homework is set it should:

- Be purposeful
- Be achievable, with minimal parent help.
- Be regular and consistent, and set in line with this policy.
- Be clearly explained to children and parents to avoid confusion.

It should not:

- Become stressful for the child or parents.
- Be too time-consuming.

Staff will use Curriculum Newsletters to communicate with parents the expectations about homework. Teachers will increasingly also send home a 'Knowledge Organiser' that will inform them in more detail about the specific learning in that subject area. These are currently under development across the school. In addition, teachers will also send useful websites/links/information about Apps where activities or research can be completed, for example 'Busy Things', 'Times Table Rock Stars'.

## **Setting Homework through the school**

Homework is set using three main headings:

**Must:** Homework that must be completed each day or week

**Should:** Homework that should be completed

**Could:** Optional homework that the child may or may not wish to complete. These will often be suggestions for self-study from a list of possible options, perhaps related to a class topic.

### How long should homework take?

In Key Stage 1 homework should take no longer than ten minutes per day. In Year 3 and 4, no longer than 15 minutes per day, and in Year 5 and 6 no longer than 20 minutes per day

This time does not include the time it takes to read a story to a child...which may take much longer! As children become more confident readers, they may wish to read for much longer than 15-20 minutes, and this is to be encouraged!

	Foundation Stage	Year 1 and 2	Year 3 and 4	Year 5 and 6
<b>Must</b>	<ul style="list-style-type: none"> <li>• Be read a story</li> <li>• Use the Reception lending library.</li> </ul>	<ul style="list-style-type: none"> <li>• Be read a story</li> <li>• Daily reading-RWI books</li> <li>• Weekly spellings</li> </ul>	<ul style="list-style-type: none"> <li>• Daily reading</li> <li>• Weekly spelling</li> <li>• Weekly maths fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Daily reading</li> <li>• Weekly spelling</li> <li>• Weekly maths fluency</li> </ul>
<b>Should</b>	<ul style="list-style-type: none"> <li>• Practice RWI reading and writing sounds</li> <li>• Practice RWI reading books (when the child has these)</li> </ul>	<ul style="list-style-type: none"> <li>• Maths fluency/ maths games</li> <li>• High frequency words practice/games</li> </ul>	1x individual study pieces of learning per half term from a range of options	2x individual study pieces of learning per half term from a range of options
<b>Could</b>	Possible self-study ideas/visits- photos, puzzles, games.	Possible self-study ideas/visits	Another self-study piece	Another self-study piece
<b>Homework records</b>	Verbal	Reading diary from Y2.	Reading diary	Y6 Homework diary and reading diary

### Marking and Feedback on Homework

Research on the impact of marking children's work shows that although this activity takes a significant amount of teacher time, it usually has very little impact. However, feedback (verbally, live in the moment/lesson) can have a big impact. We therefore do not expect teachers to 'mark' all homework. However, they are expected to check on a child's successes/gaps and giving feedback either individually, in groups or to the class, for example, identifying common errors or improving answers.

### Supporting Parents with Homework

We aim not to make homework a stressful time and offer support to parents to reduce anxieties about homework. Foundation and Key Stage 1 staff offer workshops and drop-ins to support parents using the Read, Write Inc. books at home. We encourage any parent having difficulty with homework to inform the class teacher so that this can be talked through. The 'Triple P' parenting workshops and discussion groups that run through the year are another great opportunity to talk through any concerns in this area for parents.