



Longford Primary Academy

Member of staff responsible: Principal

Date policy written: Summer 2021

Date to be reviewed: Summer 2024

Homework Policy

Statement of intent

Longford Primary Academy is a vibrant, enthusiastic, forward thinking and safe learning environment in which pupils are given every opportunity to complete a fulfilling education.

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 has been developed to reflect current practice within the school including the development of metacognitive strategies, self-regulation and integration of digital technologies in line with research & recommendations.

Aims

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.

1. Legal framework

This policy has due regard to all relevant statutory and good practice guidance including, but not limited to, the following:

- DfE (2019) 'Ways to reduce workload in your school(s)'
- Ofsted (2019) 'School inspection handbook'
- Ofsted (2019) 'School inspection handbook – section 8'

2. Responsibilities

The Principal and Local Governing Committee are responsible for:

- Frequently checking the policy's compliance with statutory and good practice requirements.
- Monitoring the effectiveness of this policy.
- Reviewing the policy, making appropriate updates as required.
- Discussing with staff the extent to which this policy is being implemented.
- Meeting with parents as appropriate.
- Providing parents with information about homework.
- Informing new parents about the Homework Policy.

Teachers are 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.
- Marking homework and giving feedback to pupils.
- 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 are 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.
- Providing suitable conditions and resources for their child to complete homework.
- Praising their child and celebrating achievements with regards to their homework.
- 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 are 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/stationery needed to complete their homework.
- Taking pride in the presentation and content of their homework and performing to the best of their abilities.

3. Our approach to homework

Daily ongoing activities:	Teacher directed activities linked to core learning (English & maths)	Other directed activities mainly linked to the wider curriculum
<ul style="list-style-type: none"> • Multiplication & division facts practice • Number bonds & early number work • Reading • Tricky words practice • Phonics 	<ul style="list-style-type: none"> • Language acquisition - Learning & understanding of key vocabulary • Unit sways & activities to activate prior knowledge/introduce new concepts (maths & grammar) followed by low-stakes quizzing • Online spelling/phonics game & activities to consolidate patterns learned in school 	<ul style="list-style-type: none"> • Language acquisition - Learning & understanding of key vocabulary linked to topic • Family activities eg collecting leaves on a walk to create a piece of art • Reading & research • Project linked to topic • Talk & discussion time
<p>Revision: Children in year 6 may receive additional homework in the form of revision activities to support them when leading up to their statutory assessments in May (SATS).</p>		

Resources to support learning

The school has subscribed to a number of resources that children can access using links, username and passwords provided by class teachers. These sites and apps have been carefully selected through recommendation, trial and school evaluation to ensure they support our approach to teaching and learning, consistency and high quality, enjoyable learning experiences for our children.

English (Reading, grammar, punctuation & spelling)	Maths	Wider curriculum
<p>Go Read – paperless reading record accessible and editable by parents and teachers</p> <p>myON – digital library of 6,000+ books accessible to all and to support the accelerated reader programme</p> <p>Spellingframe – games & activities to support the learning of spelling patterns</p>	<p>Times Tables Rock Stars - carefully sequenced programme of daily times tables practice</p> <p>NumBots - understanding, recall and fluency in mental addition and subtraction, so that they move from counting to calculating</p> <p>My Maths - interactive lessons and assignable homeworks and worksheets, along with a wealth of resources</p>	<p>Teacher directed links and sites as appropriate to the topic</p> <p>BBC bitesize</p> <p>Padlet</p>

Minimum Expectations

The amount of homework may vary from week to week dependent on where children are in their learning journey across the curriculum. The table below provides typical expectations for each phase.

	Daily homework	Weekly homework	Unit related homework (varied timescales)
EYFS	Reading/Phonics Understanding of number	Tricky words Play based learning Family talk time	Wider curriculum knowledge organisers & language activities Projects and family activities
Key Stage 1	Reading/Phonics Understanding of number/Times Tables practice	Spelling games and activities (Y2) *Supporting maths/grammar activities	Maths sways & activities Vocabulary for writing Wider curriculum knowledge organisers & language activities Projects and family activities
Lower Key Stage 2	Reading Times Tables practice	Spelling games and activities *Supporting maths/grammar activities	Maths sways & activities Vocabulary & grammar sways & activities Wider curriculum knowledge organisers & language activities Projects and family activities
Upper Key Stage 2	Reading Times Tables practice	Spelling games and activities *Supporting maths/grammar activities Revision for SATS (Y6 only)	Maths sways & activities Vocabulary & grammar sways & activities Wider curriculum knowledge organisers & language activities Projects and family activities Independent reading and research

**Supporting activities may be given to provide activities that consolidate & secure learning from the week ONLY if the teacher feels it is necessary (based on assessment for learning)*

***Sways will be sent at the beginning of a unit that may last a number of weeks to activate prior knowledge and support the learning of new vocabulary that will be used throughout the unit. Parents and children will be able to refer back to them throughout the unit.*

- The school understands that setting, marking and providing feedback on homework is a large contributor to the workload of teachers; therefore, teachers ensure that homework only takes place to positively impact pupils' progress.
- Teachers 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 use their professional judgement and decide whether the homework is necessary.

- Homework is uploaded/links provided to an online platform where pupils and parents can view homework tasks – reducing printing costs and the number of lost homework sheets.
- Teachers explain the school's approach to homework to parents at the parents' evening in September.
- Every term, parents are informed about the main topics and units of work being covered and each year group is informed of what is expected of them with regards to homework.
- Homework activities are mainly completed online, followed by low-stakes quizzing. Where projects are completed pupils are provided with books or folders to keep their homework neat and organised.
- Pupils' weekly homework activities are designed to take around 45 minutes – 2 hours, depending on the age of the pupil.
- Homework is reviewed online in line with the time set for task completion, and feedback provided orally through class discussion or on an individual basis if required. Pupils completing homework activities receive recognition in the form of dojos in line with our behaviour policy.
- Parents are 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 is also welcomed by the school.
- The amount of homework set for pupils increases as they progress through their education.
- Teachers may occasionally set extra homework for the whole class if they deem it beneficial.
- Homework activities may also be completed in after school club where devices will be made available for children to use

4. Absences

- Homework activities are available online and support from the class teacher is encouraged either by phone call or class dojo.
- In line with our remote learning policy, if a pupil is absent for a long time eg for medical reasons, learning will be provided and support from the class teacher is encouraged either by phone call or class dojo.

5. Pupils who do not have access to technology at home

At Longford we recognise that not all of our children have access to suitable digital devices on which to complete their homework online therefore we have made the following provision for this:

1. A set of 20 tablets are available for children to loan so they are able to complete homework activities set by their class teacher (all loans require the signing of a loan agreement by the child's parent/carer).
2. A weekly homework club will be made available for children to access games and activities that practice skills and consolidate their learning in school eg spelling games and times tables rock stars

3. For children still not engaging with online homework (as recorded by the class teacher), time will be made each week on the timetable for children to access pre-learning homework activities

6. Feedback

- It is expected that all children engage with homework activities and parents support them in this. Class teachers will keep a record of homework engagement and contact parents where there is no/little engagement to offer support.
- Homework that activates prior knowledge is used by the class teacher to inform teaching and learning needs and planning is adapted accordingly to ensure whole class/individual needs are met. Ongoing oral and written feedback is provided in line with our marking and feedback policy.
- Where children have completed homework projects, these will be shared and discussed in class.
- Pupils completing homework activities will be rewarded in line with the schools behaviour policy eg dojos and teacher certificates

7. 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.
- The school recognises that pupils with SEND may require specific tasks to be set, as outlined in their support plans.
- While pupils with SEND may benefit from differentiated tasks separate from the homework received by other pupils, it is important that they also complete as much standard homework as possible.

8. Equal Opportunities

- The school is committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity and social, cultural or religious background.
- All pupils have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability.

Authorised by:



Chair of governors



Acting Principal