

1. Rationale

- 1.1. This policy has been written based on feedback from pupils, parents, staff and Governors.
- 1.2. Homework can be an important part of education and can add to a child's learning and development. We recognise that pupils benefit greatly from the mutual support of parents and teachers in encouraging them to learn both at home and at school. One of the aims of our school is for pupils to develop as independent learners.
- 1.3. We also acknowledge the important role of play and free time in a pupil's growth and development. While homework is important, it should not prevent pupils from taking part in the wide range of out-of-school clubs and organisations including religious and cultural studies at home, that play an important part in the lives of many pupils. We are well aware that pupils spend more time at home than at school, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

2. Aims and Objectives

2.1. The aims and objectives of homework are:

- to consolidate and reinforce learning and to allow pupils to practise skills taught in lessons;
- to help pupils develop the skills of independent learning; developing good work habits for the future
- to promote a partnership between home and school in supporting each pupil's learning;
- to enable aspects of their studied curriculum to be enriched

3. Types of Homework

3.1. Reading

We all know that reading is the key to unlocking learning and so it is really important that children are reading regularly at home in addition to the reading they do at school. We expect all children to read and discuss this reading at home at least 3 times per week, preferably daily. We want children to develop a lifelong love of reading.

In Willow and Rowan Classes this should always be to an adult, so that adults can check both fluency and understanding. **For those children who are following the Read Write Inc phonics programme, home reading books should be 100% decodable: they will also bring home a picture book that can be read together.**

In Maple Class **children should still be reading to an adult** with discussion of the meaning of tricky words and a chance to discuss the characters, plot or to compare to other stories read previously.

In Oak Class most children will read independently but still benefit from reading regularly to an adult to check on their understanding and comprehension of the text.

All reading should be recorded in your child's reading journal.

3.2. Spellings

All children In Key Stage 1 and 2 have lists of words that they are learning to spell. These may be tricky words, common words that don't follow phonics rules or words with particular patterns such as prefixes or suffixes. Children are given these words and tested on them **weekly**. Research shows that children learn these best when they write them down (rather than spell them out loud) but this can be made interesting

through ideas such as rainbow writing, writing in different media (paint, water, a stick in mud) or by making different pictures or patterns with the words.

3.3. Online Platforms-English and Maths

In addition to the above, children always have the opportunity to make use online platforms that we subscribe to on their behalf. These include:

- Numbots
- TTRS (Times Table Rock Stars)
- Phonics Play
- Read Write Inc
- Oxford Owl

These platforms provide really useful practice on the basics and can make a real difference to a child's depth of understanding and confidence. Many of them are self-progressing, in other words the more you play and successful you are, the harder it gets. This way they don't become dull and always provide challenge. From time to time we have a particular focus on one of these, running competitions and challenges. On these occasions these platforms may form some of the homework. At other times they are an optional extra that provide extra practice.

4. Organisation

To keep things simple and easy to remember, each class will set their spellings homework on a Friday for completion by the following Wednesday.

5. Pupils with additional educational needs

We ensure that all tasks set are appropriate to the ability of the child. If a child has special educational needs, we endeavour to adapt any task set so that all pupils can contribute in a positive way. Tasks are also differentiated to ensure our more able pupils are supported and challenged in their thinking through their homework.

6. The Role of Parents

Parents have a vital and enjoyable role to play in their child's education, and homework is an important part of this process. We ask parents to encourage and help their child to complete the reading and spelling tasks that are set. Parents can support their child by showing an interest, discussing and supporting with the task. Knowledge organisers for topics will be sent home and parents are encouraged to explore the content with their children through the term.

If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the head teacher. Finally, if they wish to make a complaint about the school homework policy or the way it is implemented; parents should contact the head teacher or the governing body. Parents are asked to sign a Home-School Agreement that outlines the need to support the school's Homework Policy and it is an expectation that homework will be completed on a regular basis. In the event of homework being missed, this will be discussed at Parent Teacher Consultations.

7. Monitoring and review

It is the responsibility of our governing body to agree and then monitor the school homework policy. Parents' views will be sought through questionnaires and Governor/Parent consultation.

Next Review: July 2028