



Longford Primary Academy

Member of staff responsible: H. Wareham

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Homework Policy

Rationale

At Longford Primary Academy we recognise the vital role parents play in the education of their children. We strongly believe in the value of home-school partnership, of which our homework policy is an important element. 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. Homework provides an opportunity for parents and children to share purposeful learning opportunities in the supportive atmosphere of the home. It can, therefore, help to raise pupil attainment.

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.

How effective is it?

“It is certainly the case that schools whose pupils do homework tend to be more successful. However, it is not clear whether use of homework is a reason for this success. A number of reviews and meta-analyses have explored this issue.

There is some evidence that when homework is used as a short and focused intervention it can be effective in improving students’ attainment. The quality of the task set appears to be more important than the quantity of work required from the pupil.

The broader evidence base suggests that short focused tasks or activities which relate directly to what is being taught, and which are built upon in school, are likely to be more effective than regular daily homework.”

Education Endowment Foundation, Teaching and Learning Toolkit 2018

The purpose of homework at Longford Primary Academy is:

- To consolidate and reinforce skills and understanding, particularly in English and Maths.
- To develop an effective partnership between the school, parents and carers in our aspirations for each individual.
- To extend or prepare for school learning and give children an opportunity to demonstrate their talents and skills.
- To encourage pupils as they get older to develop the independence, confidence and self-discipline needed to study on their own, and to prepare them for the requirements of secondary school.

Implementation

At Longford, our school vision and values ensure that pupils are **critical thinkers**: Driven by curiosity, where they develop their understanding through collaboration, skilfully exploring and reflecting upon new concepts. Pupils are **enthusiastic learners**: where they readily take on challenges with resilience, as they become resourceful, creative life-long learners. Pupils are **responsible citizens**: where they are well-informed and make positive contributions to our communities. Our homework set therefore has two principle functions which sit alongside our school vision and values:

1. To consolidate, reinforce and practice key learning in reading, spelling/phonics, writing and maths.
2. To promote learning and enquiry

Year Group	Homework Form	Time for Completion	Homework Set
Reception	Paper Homework	Weekly	<ul style="list-style-type: none"> - Phonics focus supporting early reading – Speedy Sound cards and tricky words sent home. - Maths homework linked to weekly learning, interest or assessment needs as the Autumn term progresses - Reading books to be read at least 3 x week at home (from Autumn 2) - Library books to be listened to at least 3 x week at home
Key Stage One	Paper Homework	Weekly	<ul style="list-style-type: none"> - Weekly phonics practice of GPCs, words and tricky words - Reading books to be read at least 3 x week at home. - Library books to be listened to at least 3 x week at home - Maths homework linked to the week's learning.
Lower Key Stage 2	Online Learning	Weekly	<ul style="list-style-type: none"> - Weekly reading linked to Accelerated Reader within online quizzes - Times Table Rock Stars for multiplication Practice - Spelling Frame
Upper Key Stage 2	Online Learning	Weekly *Half termly	<ul style="list-style-type: none"> - Prodigy (maths) and Times Table Rockstars - Reading weekly – using Accelerated Reader or Library books for free readers. - Spelling Frame - Topic themed investigative homework shared at the beginning of a half term. <u>Pupil Choice for homework to share in class at the end of half term and then displayed in school thereafter.</u> - Revision tasks set as the year progresses in preparation for SATs.

At the beginning of the academic year, each year group will be informed of what is expected of them with regard to homework. At the welcome evening in September, teachers will explain the organisation of homework in their child's class to parents.

The nature of homework will change as children get older. For children in the Reception and Key Stage 1, developing a partnership with parents and carers, and involving them actively in children's learning is a key objective. Short activities of different kinds – reading together, learning spellings and number facts - provide a very important opportunity for young children to talk about what they are learning to an interested adult, and to practise key skills in a supportive environment.

For children in key stage 2, homework provides an opportunity for them to develop the skills of independent learning, which they will need to continue on the path of lifelong learning; this should increasingly become its main purpose. It is important that children should gradually get into the habit of regularly devoting periods of time, which may not be long, to study on their own

Inclusion

Longford Primary Academy aims to provide homework inclusive for all abilities in order to allow pupils success. Although it is seen as important that children identified as having special educational needs do as much in common with other children as possible there will be occasions when they may receive separate tasks or differentiated work from the homework set for other children in the class. Such homework may be set/marketed by the class teacher or special needs co-ordinator (SENDCo).

Marking and Feedback

The marking of homework will be carried out in a variety of ways, which will be appropriate to the task through:

- Teachers marking.

- Teaching assistants marking.
- Feedback will be given to parents and pupils in a variety of ways – verbal or through the use of Dojos.
- Parents will be encouraged to check through their child's work to give them immediate feedback on how well their child has done with the task
- Class Dojo messaging can be used to feedback if there is a particular concern or as a reminder that homework is due in.
- General feedback on how well their child is doing with homework can be given on parents' evenings or communicated through Class Dojo.
- If a parent is concerned with an issue related to homework, they can make an appointment to see their child's class teacher.

Roles and Responsibilities

The school

- Monitor the effectiveness of the homework policy
- Support parents with the newer methods of teaching in English and Mathematics by offering parent workshops to put into context the development of English and Mathematics skills from Reception through to Year Six
- Support parents of children in Year 6 with sessions on successful revision

The class teacher

- Plan homework as an integral part of curriculum planning as pre-learning or spaced practice linked directly to class teaching.
- Inform pupils and parents of homework timetables through discussion in class and at parents' information meetings.
- Ensure homework tasks are designed to move learning forwards and lead to success for each child.

Parents and Carers

The school recognises that parents and carers have a key role to play in supporting pupils' homework. The nature of this role will change as children get older. For much of their homework, particularly with younger children, parents and carers will be encouraged to become actively involved in joint homework activities.

- Encouragement and Praise are the keys to success
- Provide a reasonably peaceful, suitable place in which pupils can do their homework
- Give support and help but do not do the work for the children.
- Encourage your child to present their work carefully and complete any task with pride
- If any child does not understand a task, parents should encourage them to ask their teacher for further guidance.
- If you have any concerns about the levels of homework or the content etc., please see your child's class teacher.