

Tauheedul Education Trust

This policy is in line with the Vision of the Trust

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

HOMEWORK POLICY IN A PRIMARY SETTING



Tauheedul
Education Trust

Document Control

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Contents

1	Introduction	1
2	Aims	1
3	Who is Responsible for this Policy?	1
4	Setting Homework	1
5	Types of Homework	2
6	Marking Homework	3
7	Monitoring of Homework	3
8	Monitoring, Evaluation and Review	3

1 Introduction

- 1.1 The classroom is not the only environment where successful learning can take place. The regular setting of appropriate, thoughtful, challenging and differentiated homework contributes to pupils' overall learning experience and is essential for the individual pupil to reach their potential.
- 1.2 Best practice in homework:
 - 1.2.1 reinforces, consolidates and extends the learning in lesson;
 - 1.2.2 allows pupils to practice and apply newly acquired skills and knowledge;
 - 1.2.3 encourages pupils to ascertain information for themselves;
 - 1.2.4 helps build independence, confidence and self-discipline;
 - 1.2.5 provides active and practical opportunities for parents to work with their child;
 - 1.2.6 fosters good attitudes and increases pupils' motivation to learning.
- 1.3 Research shows that a strong triangular relationship between parents, school and pupils results in higher academic achievement. Homework is an invaluable link between home and school whilst also being an integral aspect of pupils' learning.

2 Aims

- 2.1 To develop consistent practice across the school in setting, managing and marking homework and the procedures in place for dealing with non-completion.
- 2.1 To support development of independent learning skills and foster individual responsibility.
- 2.2 To ensure the needs of the individual are taken into account.
- 2.3 To ensure that parents/carers understand our expectations of them.
- 2.4 To provide opportunities for children and parents to share learning experiences.
- 2.5 To support the mission, vision and values of the Trust and its establishments.

3 Who is Responsible for this Policy?

- 3.1 The Trust has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory or Trust framework. The Trust has delegated day-to-day responsibility for operating the policy to the Trust Central Team, Local Governing Body and Principal of each Primary school.
- 3.2 The Local Governing Body and Senior Leadership Team at each Trust Primary school has a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

4 Setting Homework

- 4.1 A key factor to bear in mind when setting homework is that, in the eyes of the pupils, homework should be a *routine*. Both academic research and responses from pupil questionnaires reveal that pupils, for the most part, enjoy completing homework as it allows them to gain a better understanding of the work done in the classroom and, where possible, pursue their own areas of interest.

- 4.2 Homework should not be given in a rush at the end of the lesson. Homework is an integral part of the learning process; teachers will spend time carefully explaining what is required, how long it is supposed to take and the date for completion.
- 4.3 Homework will take several forms: it may require pupils to write, draw, research or learn. Homework may involve open-ended tasks, as this is less likely to result in non-completion (although pupils of lower ability may require greater structure in the homework task). The homework need not be linked to current work, but ideally it should be.
- 4.4 Homework will also be differentiated. As with classroom teaching, pupils may need to be set slightly different tasks to ensure that the time spent on the homework is as fruitful as possible.
- 4.5 The amount of time that a pupil is expected to spend completing homework will increase over the course of their time at school. Older pupils will be expected to spend more time on homework and may receive homework in a variety of different subjects, to help them prepare for the expectations of secondary education.
- 4.6 The Homework Timetable is determined and published by the School on an annual basis.

5 Types of Homework

- 5.1 Reading is an essential part of homework and is a necessary way of broadening a child's understanding, knowledge and vocabulary. Homework will promote reading for enjoyment and the development of independent reading skills. Children should have experience of a range of books, which include the school reading scheme books as well as ones from the school and other libraries. It is important that children have access to a range of books, including poetry, plays and non-fiction. All children in school are expected to read for at least 10 minutes daily. Younger children have a Reading Record and we expect the record to be signed, preferably along with a comment each time they have read at home. We recommend that by the time children reach Y6, they should be reading for at least 30 minutes every day.
- 5.2 When reading with or to the children, adults should regularly check their child's understanding of the story or text, identify whether they are responding to the punctuation, can understand the vocabulary and read aloud with intonation. Reading could help open up further conversation, and extend the children's understanding about what they have read.
- 5.3 Spelling is very important. Children from Years 1-6 will be given spellings to learn once a week. They will be tested on these the following week. Children learn spellings best by identifying and learning patterns. Children will be expected to work on their words or rule daily using the LOOK, SAY, COVER, WRITE, CHECK method and complete some written work when appropriate as directed by the teacher.
- 5.4 We place great importance on children learning basic number bonds and encourage parents to practice times tables and number bonds with children at home through games and activities. Pupils will be given weekly number facts such as times tables to learn throughout the year. These will take into account children's differing abilities and needs as well as the expectations for the child's year group.
- 5.5 Online learning – The school subscribes to websites where children can consolidate their learning and learn new skills. Parents will be provided with full guidance on how to access these sites.

- 5.6 Half-termly homework - Children from Years 1-6 will be set half-termly homework which is project based. Children will have a 'big question' which they should research and present in their chosen way, e.g. PowerPoint presentation, poster, model, booklet, scrapbook showing photos, tickets, leaflets from museums, galleries etc. All projects should have some written component. Teachers will make regular checks on project work throughout the half-term and final projects will be celebrated in assemblies, newsletters and on the school website.
- 5.7 'Big Talk' is oral homework that each child is expected to discuss with their parent/s prior to the weekly Big Write session (a whole school weekly extended writing session, called the Big Write, which covers different genres and allows pupils to re-visit writing objectives and starts with a focused grammar and punctuation session). Pupils will take home a Big Talk task that will be written down for parents to see and for them to sign. Big Talk should be discussed in an informal way either around the dinner/breakfast table, at bath-time or on a car journey. It is important to remember experiences and encourage pupils to discuss, recall and speak using full sentences. They should try to include 'wow words' to make their sentences more descriptive. Hopefully it should be a pleasurable experience, equipping the child to come into school prepared with a 'speaking voice' for the next day's Big Writing session. In upper KS2, children do Big Writing on alternate weeks, leaving one week between each Big Write to edit and redraft their work.

6 Marking Homework

- 6.1 Given that homework is routine, it is important that every opportunity is taken to praise and reward those pupils who have clearly tried hard to complete their homework to the best of their ability.
- 6.2 Homework will be acknowledged and a positive comment written about the standard of work produced. Marking may be done in a variety of forms including peer and self-assessment, some of which will not be written. The teacher will see the child on a one to one basis if there are any concerns arising from the work that has been produced.
- 6.3 Homework pieces will not normally be used to inform formal assessments. Where this is the case, pupils and parents will be informed that this is the intention.

7 Monitoring of Homework

- 7.1 The teacher, or Learning Coach, will record the completion and submission of all homework.
- 7.2 We expect all children to complete their homework. If a pupil has acquired the habit of not completing the set tasks, then it is the responsibility of the class teacher to inform a child's parents/carers. In the first instance, this should be done via the homework book. If the problem persists, then this should be followed up with a conversation between the class teacher and the child's parents/carers.
- 7.3 Where homework has not been completed, pupils may be required to spend a portion of their free time in school e.g. part of their lunchtime break, to ensure that tasks are completed.
- 7.4 The rewards and sanctions policy will be followed to ensure consistency across the school in regard to non-completion of homework.

8 Monitoring, Evaluation and Review

- 8.1 The policy will be promoted and implemented throughout all Trust primary schools.

- 8.2 The Trust will monitor the operation and effectiveness of arrangements referred to in this policy at each Trust primary school.
- 8.3 The Trust will review this policy every two years in consultation with each Trust primary school.