



Star

NURTURING TODAY'S **YOUNG PEOPLE**,
INSPIRING TOMORROW'S **LEADERS**

HOMEWORK POLICY

Primary setting





Document control

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| This document has been approved for operation within: | All Trust Primary Schools | | |
| Status | Trust Requirement | | |
| Owner | Star Academies | | |
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Summary of changes in this version

| Point Number | Information |
|--------------|---|
| 22 | Addition of example of SATs Companion and TT Rockstars for KS2 online homework. |
| 25 | Minor amendment to when homework is issued - specifically that schools may send homework out a different times during the week but, generally, at weekends. |
| 29 | Addition of 'planner' along with homework book. |
| | Minor amendments to the Homework Timetable proforma. |



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Introduction

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 experiences and is essential for the individual pupil to reach their potential.
2. Best practice in homework:
 - reinforces, consolidates and extends the learning in lessons;
 - allows pupils to practice and apply newly acquired skills and knowledge;
 - encourages pupils to ascertain information for themselves;
 - helps build independence, confidence and self-discipline;
 - provides active and practical opportunities for parents/carers to work with their child;
 - fosters good attitudes and increases pupils' motivation to learning.
3. Research shows that a strong triangular relationship between parents/carers, 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.

Aims

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

Who is responsible for this policy?

10. 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 Star Central Team, the local governing body and the principal of each primary school.
11. 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.

Setting homework

12. 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 consolidate their learning, gain a better understanding of the work done in the classroom and, where possible, pursue their own areas of interest.



13. Homework is not to be given in a rush at the end of the lesson. Homework is an integral part of the learning process; teachers spend time carefully explaining what is required, how long it is supposed to take and the date for completion.
14. Homework takes several forms: it may require pupils to write, draw, research or learn. Homework may involve some 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 usually links to current work.
15. Homework is 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.
16. The amount of time that a pupil is expected to spend completing homework increases over the course of their time at school. Older pupils are 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.
17. The homework timetable is determined and published by the school on an annual basis.

Types and frequency of homework

18. Reading is an essential part of homework and is a necessary way of broadening a pupil's understanding, knowledge and vocabulary. Homework promotes reading for enjoyment and the development of independent reading skills. Pupils have experience of a range of books, which include the school reading scheme books and Star Readers, as well as ones from the school and other libraries. It is important that pupils have access to a range of books, including poetry, plays and non-fiction. All Reception Year pupils are expected to read for at least 10 minutes daily. Younger pupils have a reading record and it is expected that the record is signed, preferably along with a comment each time they have read at home. The school recommends that by the time pupils reach Year 6, they should be reading for at least 30 minutes every day.
19. When reading with or to the pupils, adults regularly check their pupil'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 helps open up further conversation and extends the pupil's understanding about what they have read.
20. Spelling is very important. Pupils from Years 1-6 are given spellings to learn once a week. They are tested on these the following week. Pupils learn spellings best by identifying and learning patterns. Pupils are 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.
21. The school places great importance on pupils learning basic number bonds and encourages parents/carers to practise times tables and number bonds with their child at home through games and activities. Pupils are given weekly number facts such as times tables to learn throughout the year. These take into account pupils' differing abilities and needs as well as the expectations for the pupil's year group.
22. Some homework is provided through online learning. The school subscribes to websites where pupils can consolidate their learning and learn new skills e.g., SATs Companion, Timetable Rockstars. Parents/Carers will be provided with full guidance on how to access these sites.



23. Pupils have a piece of project-based homework once every half term, which they 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 have some written component. Teachers make regular checks on project work throughout the term and final projects will be celebrated in assemblies, newsletters and on the school website.
24. Weekly homework is sent home for English and mathematics. These tasks allow pupils to consolidate the learning which has taken place throughout the week. Every half term there is homework sent home linked to a foundation subject. Whilst the content is linked to that subject's learning, the focus is still on English and spelling, punctuation and grammar content of the writing produced.
25. Schools may set homework at different times during the week but, more often, it is sent home each Friday and is due in the Monday of the following week.

Marking homework

26. 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.
27. Homework is acknowledged on a weekly basis. Marking is done in a variety of forms including peer and self-assessment, some of which is not written. The teacher will see the pupil on a one-to-one basis if there are any concerns arising from the work that has been produced.

Monitoring of homework

28. The teacher, or classroom support, records the completion and submission of all homework.
29. All pupils are expected to complete their homework. If a pupil does not complete a piece of homework, then it is the responsibility of the class teacher to inform their parents/carers. In the first instance, this is done via the homework book or planner. If the problem persists, then this is followed up with a conversation between the class teacher and the pupil's parents/carers.
30. 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.
31. The rewards and sanctions policy is followed to ensure consistency across the school in regard to non-completion of homework.