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| Ackton Pastures Primary Academy: Homework Policy |
| **Date** | **Review Date** | **Coordinator** | **Nominated Governor** |
| September 2019 | September 2020 | Mrs Joanne Kershaw | TBC |
| Ratified by governors | Review Date |
|  | September 2020 |

**Ackton Pastures Primary Academy Policy on Behaviour and Discipline**

**Introduction**

At Ackton Pastures Primary Academy, we believe that the parent academy partnership is essential to support children’s learning at home. Regular, age appropriate homework is required in each year group.

**Aims**

The aim of this policy is to provide clear and coherent guidance on the expectations for homework in each year group and how the academy intends to engage parents with this.

**Government Guidance**

In 2010, the Government removed any guidance or expectation regarding the amount of time children should spend completing homework. However, it was outlined that homework should be properly connected to lessons, regularly marked and of good quality. At this time, the emphasis was placed upon Headteachers in schools to set expectations.

**What is homework?**

Homework should not be a chore. There may be occasions when some tasks are more challenging or difficult than usual, but homework in the primary years must never cut across the full breadth of activities associated with childhood.

**Regular, well planned homework can...**

* develop good work habits and self-discipline
* encourage skills and attitudes which help children improve their educational performance
* help parents to gain insight into their child's schoolwork
* provide opportunities for individualised work
* offer access to resources not found in school [home computers, public libraries, local museums...]
* assist preparation for future class work
* provide a context for pupil/parent interaction

**Roles and Responsibilities**

Role of the Governing Body - The GB has:

* Responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Head of academy - The Head of academy will:

* Be responsible for the implementation of this policy, including the dissemination of information to parents and staff.

Role of the class teachers

* Provide age and ability appropriate homework in line with the guidance in this policy.
* Record and maintain records of children’s completion of homework.
* Use the outcomes of the homework to support further teaching and to secure information, to ensure that pupils know more and remember more.
* Liaise with parents where there is concern that children are not completing homework, or where standards of learning

Role of Parents - Parents will:

* Support children in their homework tasks through encouraging a regular approach to completing work.
* Contact class teachers if there is concern that homework is not appropriate or if they need support in working with their children.
* Support children positively, building confidence.

Role of Pupils - Pupils will:

* Complete work set for them by their class teachers, in accordance with academy standards on presentation and care.
* Seek support from parents or teachers if they struggle to complete tasks.
* Demonstrate resilience when attempting work.

**Ackton Pastures Academy Homework Offer**

When teachers set homework we will ensure that:

* it is always clearly related to current areas of study within the classroom
* the task is made clear to children, matched to their abilities [especially for those pupils with special educational needs]
* it is supported by a written note/homework diary in which children and parents can note success and record any problems encountered;
* time scales for completion and submission are explicit
* appropriate work is marked as promptly as possible
* problems or difficulties encountered by children/parents are dealt with swiftly
* regular completion of homework of a high standard is recognised and celebrated [with whatever system schools choose to use]
* the impact of homework upon the standards of children's levels of attainment is monitored and reported to parents
* opportunities for the regular, formal evaluation of homework are provided [termly, annually, as the school decides] for teachers, parents and children, as part of the on-going consultation arrangements

***How can parents help with homework?***

The role of the parent is crucial to the success of homework. As children get older and homework increases in range and volume the potential for disagreement and stress increases. Families might usefully discuss the following issues:

* When is a good time for homework to be attempted? Straight after school? After TV? Early next morning?
* Where is the best place for homework to be done? In the bedroom? Some- where close to a parent so they can help?
* What aids concentration and stimulates hard work? Silence? Background family chatter? Music?

It is vital that parents display a positive attitude to homework and value its importance, but at the same time recognise that it is the child's responsibility to complete the work. The boundary between what many parents see as "constructive help" and what children view as "interference" is indistinct and frequently varies from day to day and between subjects. Listen hard to the child's explanation of what they have to do and discuss whether your help is needed and what form this might take.

**Expectations for each year group:**

**Foundation stage 1 (Nursery) and Foundation stage 2 (Reception):**

* Reading daily at home: this will be shared reading as well as reading scheme books
* Opportunities to support and explore learning at home shared in weekly newsletter

**Year 1 and 2**

* Reading daily at home: this will be shared reading as well as reading scheme books
* Weekly spellings at home from Read, Write, Inc or No Nonsense Spelling as appropriate
* Weekly practice of Times Tables Rockstars
* Fortnightly activity set in Home Learning Journals

**Years 3 and 4**

* Reading daily at home: this will be shared reading as well as reading scheme books
* Weekly spellings at home from Read, Write, Inc or No Nonsense Spelling as appropriate
* Weekly practice of Times Tables Rockstars
* Fortnightly activity set in Home Learning Journals
* Maths and Reading Task alternating weekly

**Year 5 and 6**

* Reading daily at home: this will be shared reading as well as reading scheme books
* Weekly spellings at home from Read, Write, Inc or No Nonsense Spelling as appropriate
* Weekly practice of Times Tables Rockstars
* Fortnightly activity set in Home Learning Journals
* Maths and Reading Task weekly

**Importance of regular reading at home:**

Reading to a 4‐5 year old child more frequently leads to higher reading, maths and cognitive skills at age 8‐9. Reading to children every day, or almost every day instead of twice a week or less had the same effect on the child’s reading skills as being almost 12 months older.

*(Kalb & van Ours (2013) Reading to Young Children: A Head‐Start in Life Melbourne Institute of Applied Economic and Social Research).*

**Expectations for time spent on homework:**

Homework should not be onerous or take away from time exploring extracurricular activities. We have tried to ensure that homework focusses on key learning – reading, spellings and maths.

It is far more effective if children spend a short period of time – 5 to 10 minutes – daily on homework tasks than a long time in a one off session. Where children choose not to complete their homework, the class teacher will arrange for a discussion with parents / carers. Where there is regular non-completion of homework without a reasonable reason then children will use their free time at academy to complete work.

**Deadlines and Provision**

Learning journals are issued every two weeks on a Friday. The learning is shared as a class, and with parents as appropriate, before a new task is set. Other homework is set on Fridays and is expected back in to school the following Tuesday. The Academy will offer a homework club on Mondays to support families with homework. Spellings are sent on Friday and tested the following Friday. Test scores are sent home along with the new spellings. It is expected that children will read to or with an adult daily and that this is recorded in their Reading Records, which will be reviewed by staff during guided reading provision.

**Monitoring and Evaluation of the Effectiveness of the Policy**

The effectiveness of this policy will be reviewed in line with the Policy Review Overview document, or when the need arises, and the necessary recommendations for improvement will be made to the governors.

