



# Homework Guidance

Maltby Lilly Hall Academy

Reviewed January 2020

## INTRODUCTION

At Maltby Lilly Hall Academy, we believe that learning at home is an essential part of high quality education. Regular homework is important, since it gives pupils the opportunity to practice at home the tasks done in class, and helps them work towards improving important skills. It also encourages children to become confident and independent in their learning, which will help throughout their time at school and, later, in adult life.

Homework activities are an important part of the home/school partnership and all children are expected to take part in a variety of homework tasks to enhance and support their work in class. It should be noted that homework can be set in many different forms with many different expectations and outcomes. It is important to remember that when expecting and setting homework there are a number of points to consider:

1. The nature and type of homework changes throughout a pupils school career.
2. Amount and frequency of homework should increase as a pupil gets older but this may also vary through the school year and be appropriate to the ability of the child.
3. Homework should not cause undue stress on the pupil, family or the teacher.
4. It will not necessarily come in the form of a written task.
5. Homework should be set regularly from the Foundation Stage to Year 6.

## RATIONALE

By setting regular homework for pupils, we aim to:

1. Develop an effective partnership between the school and parents and carers in pursuing the aims of the school and the development of their child.
2. Encourage pupils as they get older to develop their confidence and self-discipline.
3. To study on their own, and prepare them for the requirements of secondary school, or the next phase of their education.
4. Extend and support learning - consolidating and reinforcing skills and understanding in learning journeys - particularly in English and mathematics.
5. Ensure parents/carers have a clear understanding about expectations for themselves and the pupils.

Our homework policy is designed to:

- Ensure consistency of approach throughout the school.
- Provide opportunities for parents and pupils to work in partnership and enjoy learning experiences.

## HOMEWORK CONTENT

For children in Key Stage 1, the emphasis of homework is on developing a partnership with parents and carers and involving them actively in their child's learning. The homework at this stage will mainly consist of short activities of different kinds such as simple games, learning spellings and number facts and, of course, reading together. This provides a very important opportunity for young children to talk about what they are learning at school, and to practise key skills in a supportive environment.

As children get older, homework provides an opportunity for them to develop the skills of independent 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, to study on their own. By the time children reach Year 5 and 6 their homework will cover a wider range of tasks and curriculum content. This will ensure that, in relation to homework their transition to Year 7/secondary school is as smooth as possible.

For all children, the main focus of homework will be on English and mathematics. Science and other subjects will be included as children move up the school, without losing the focus on English and maths.

## READING

Regular reading is vital. For children in Key Stage 1 homework mainly consists of regular reading with parents and carers and looking at books together. Maintaining regular reading practice, including phonics and listening to others read is essential throughout school. Children in key stage 2 should be encouraged to read for at least 20 minutes a day. This can be free reading or linked to the class novel.

### **Other English related homework**

Other English related homework will include learning spellings and practising correct punctuation. The use of discreet grammar and punctuation test questions can be used to back up and assess skills taught in class.

## MATHEMATICS

In mathematics, the teacher may set number games and tasks, and more formal exercises for older children, which they can do at home. Opportunities to provide and promote greater depth should be utilised along with arithmetic concepts and the embedding of more formal mathematical methods.

Homework can be used to introduce new concepts before they are taught, embed currently taught concepts or to assess whether a concept has been successfully achieved and can be independently used by the child.

## DFE RECOMMENDED TIME ALLOCATION FOR HOMEWORK

**See** 'Homework: Guidelines for Primary Schools and Secondary Schools.'

Years 1 and 2	1 hour / week	Reading, spellings, other English work and number work
Years 3 & 4	1.5 hours / week	English and mathematics as for years 1 and 2 with occasional assignments in other subjects
Years 5 and 6	30 minutes a day	Regular weekly schedule with continued emphasis on English and mathematics but also ranging widely over the curriculum

## HOMEWORK ALLOCATION ACROSS THE SCHOOL

At Maltby Lilly Hall Academy we have chosen to follow the Government recommended time allocations for homework. In order to allow for children's other activities, at least three days or evenings will be given between setting the homework and the time for it to be handed in.

### **Examples of homework:**

#### **Foundation**

- Ten minutes or more a day sharing a book/reading with an adult

## **Year 1**

- Daily reading with an adult
- Maths games to share at home.
- Longer term project based homework around curriculum topics.

## **Year 2**

- Daily reading with an adult
- Weekly spellings / mental maths tasks
- Gradual build up to weekly English **or** mathematics tasks
- Longer term project based homework around curriculum topics.

## **Year 3**

- Daily reading, with an adult
- Weekly spellings
- Weekly English, mathematics tasks e.g. tables practise or occasional theme-based tasks
- Longer term project based homework around curriculum topics.

## **Year 4**

- Daily reading
- Weekly spellings / mental maths tasks
- Weekly English and mathematics tasks e.g. tables practice.

- Longer term project based homework around curriculum topics.

## **Year 5**

- Daily reading
- Spellings / mental maths tasks to learn for weekly test
- Weekly English and mathematics tasks e.g. tables practice
- Longer term project based homework around curriculum topics.

## **Year 6**

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- Twenty minutes or more a day reading
- Weekly spellings / mental maths tasks
- Weekly English and mathematics tasks
- Longer term project based homework around curriculum topics.
- In the spring term some revision for SATs may form part of Y6 homework.

## **Presentation**

Our expectation is that the work children do at home is of the same standard as they produce in school. For example, for older children writing should be using a joined legible script, using pencil or black ink. All work must be dated. Homework will be completed in homework books.

## **HOW STAFF WILL SUPPORT THIS POLICY**

- By providing a range of homework tasks and activities to consolidate and extend learning in class;

- By ensuring that the children have a clear understanding of the tasks involved and a common understanding of the high expectations held of them individually, according to their ability;
- By giving clear instructions for each homework activity and a learning objective so the purpose of the task is made clear
- By communicating with parents and keeping them informed of children's progress, projects and topics to be studied, and their child's individual targets

## HOW PARENTS CAN HELP TO SUPPORT CHILDREN

- Provide somewhere peaceful for children to work without the distractions of television, other family members and pets;
- Provide a suitable place, equipped with a comfortable chair, clear table space, good light;
- Provide encouragement and support to children when they require it;
- Support the school in explaining to children that homework is valued and aids learning;
- Encourage pupils and praise them when homework is completed;
- Be actively involved in the homework of younger children in particular.
- For children in Key Stage 2 who have difficulty completing homework, a lunchtime session will be made available for them to complete it.

## PUPILS ARE EXPECTED TO:

- Make full use of all the opportunities they are presented with;
- Tackle home tasks promptly and with a positive attitude;
- Take pride in presentation and content, acknowledging the high personal standard expected;
- Be organised so that necessary books and equipment are not left at school;
- Take responsibility for handing in the completed task on the agreed day.

## Managing Homework

Class teachers are responsible for ensuring that the demands of homework are manageable for pupils and parents and carers. They will also ensure there are regular patterns to homework, particularly in English and mathematics.

## MARKING

Homework will be at least acknowledged by the class teacher or Associate Professional. It is down to professional judgement as to whether this is lightly marked, deep marked or verbal feedback given.

## FEEDBACK

It is important that feedback is given to pupils, parents and carers and teachers as soon as quickly as possible. This is given in a number of ways:

- Immediately by parents or carers;
- Discussion in class where homework is a part of the class work;
- Through tests such as tables or spellings;
- Individual comment from teacher on written assignments;
- Pupils reviewing the work done in small groups;
- Presentation of homework in class and school assemblies.

Teachers are interested to know how children carried out activities, whether they were too hard/ too easy/ interesting, etc. The home-school book is an ideal place for parents, carers and teachers to record any comments.

Parents may also comment on whether the time allocation was appropriate or whether the activity was too short/too long. As with all school activities, parents are invited to discuss any queries with their child's class teacher.

## EQUAL OPPORTUNITIES

Homework activities should be differentiated to meet children's individual needs, including any special educational needs.

## MONITORING AND EVALUATION

The Senior Leadership Team will monitor the implementation of this policy and collate feedback from parents/carers, staff and pupils. This will be used to inform the review of the homework policy.

This policy will be reviewed: every 2 years and in consultation with staff.