

**FEDERATION OF ST. NICHOLAS C OF E MIDDLE SCHOOL, PINVIN, AND PINVIN C OF E FIRST
SCHOOL
AND
COLLABORATION WITH HIMBLETON FIRST SCHOOL**



Homework Policy

TL06

Date approved at FGB	13.12.17
Statutory/ school policy	School
Review period	2 years
Date of next review	Autumn 2019

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Introduction

The Federation believes that in order for our pupils to attain the highest possible educational standards (spiritual, moral, social, cultural and academic), we recognise the crucial importance of an active educational partnership between home and school. Homework is considered a valuable element of the teaching and learning process and has our curriculum policy at its core. Along with the pupils' work, teacher observations and formative and summative diagnostics, homework provides an overall picture of a pupil's progress and development as they move through the Federation. The homework that is set is underpinned by our vision statement:

'Set in the context of our Christian Foundation, the Pinvin Federation of St. Nicholas Church of England Middle School, Pinvin and Pinvin Church of England First School is committed to providing excellence in education, where everyone has the opportunity to develop a love of life-long learning. Our aim is for all to have the opportunity to excel and that through a strong sense of team and community we can achieve together'

We expect our pupils to be:

- *Confident and enthusiastic*
- *Independent*
- *Creative thinkers*
- *Hard working*
- *Caring towards each other*
- *The future*

We expect our staff to:

- *Be a role model for our pupils*
- *Be professional in approach*
- *Have high expectations*
- *Enjoy learning themselves*
- *Be supportive and encouraging*
- *Make education fun*

We expect our stakeholders to:

- *Be supportive of our Christian values*
- *Partners in improving learning*
- *Committed to making the Federation a leading establishment of education*

Overview

This policy is one of the core six policies that underpin the operational work of the school and should therefore be read alongside them. These policies are: **The Curriculum Policy, The Mastery Teaching, Learning and Assessment Policy, the Performance Measures Policy, the Marking and Feedback Policy, the Positive Behaviour Policy and the Homework Policy.** These policies are central to the Federation.

Rationale

We believe that an enjoyable, organised, clear and consistent homework programme gives our children the skills and self-motivation that will help them become confident life-long, independent learners. We acknowledge the important

role homework plays in developing our partnership with home, giving parents insight into our curriculum, promoting family learning and addressing the need for fluency in basic skills.

The nature of Homework

At the Pinvin Federation, we will set homework in many different forms, with different expectations and outcomes depending on the age and ability of the child. In the main, the focus of homework will be on the fundamental skills of literacy and numeracy. The following key points are at the core of the Federation strategy for the setting of homework:

- The nature and type of homework changes throughout a pupil's school career
- Amount and frequency of homework should increase as a pupil gets older
- Homework should be a positive experience
- It should not cause undue stress on the pupil, family or the teacher
- It will not necessarily come in the form of a written task
- Homework should be set regularly from Foundation Stage to Year 7

Types of homework

English and Mathematics homework:

Teachers will set the following types of homework within the learning cycle, with a balance during the course of a term:

- Pre-learning tasks (PLT): Children preview key subject knowledge to be taught in the coming unit. Such tasks could include, watching online video demonstrations, preparatory reading or the completion of short directed assessment tasks.
- Skills based tasks (SBT): Homework to consolidate and reinforce basic literacy and numeracy skills taught in the classroom. Such tasks could include, online activities for example My Maths or Education City, skills based worksheets, text analysis or interactive games.
- Application of learning tasks (ALT): This will be an opportunity for the pupils to apply and demonstrate the knowledge, understanding and skills that they have acquired during a sequence of learning. Such homework tasks could include a piece of extended writing, a mathematical investigation or enrichment task.

Not all homework will require a written outcome. The type of homework will be clearly communicated to the parents so that they know what the expectations are in terms of their role in the task and the level of feedback that will be produced. Each homework will prescribe whether it is a PLT, SBT or ALT.

Science, Humanities and thematic homework:

Teachers will set the following types of homework:

- Research tasks: These will enable the pupils to explore an aspect of the subject to deepen their knowledge and understanding
- Application tasks: Children will have the opportunity to demonstrate and deepen their understanding of key concepts, patterns and processes

Amount of homework

We increase the amount of homework that we give the children as they move through the school.

We encourage all pupils across the Federation to discuss with an adult at home what they have been learning. Speaking and listening opportunities, at whatever age are vital to a child's development.

Foundation Stage – Reception: (approximately 1hour each week)

- Daily reading (20 minutes per day)
- Phonics activities & sight word recognition
- Short literacy or numeracy consolidation task (Alternate weeks)

Key Stage One: – (approximately 1 hour each week)

- Daily reading
- Spellings (weekly)
- Number bonds and Multiplication tables (weekly)
- English and Maths alternate weeks
- Thematic homework (at least one per half-term)

Lower Key Stage Two: - (approximately 1hour and 30 mins. each week)

- Daily reading
- Spellings (weekly)
- Number bonds and Multiplication tables (weekly)
- English and Maths alternate weeks
- Thematic homework including Science (at least one per half-term)

Upper Key Stage Two: - (approximately 2 hours each week)

- Regular reading
- English (weekly)
- Maths (weekly)
- Multiplication tables (weekly)
- Science (fortnightly)
- Humanities homework (Once a month)

Key Stage Three: - (approximately 2 hours 30 minutes each week)

- Regular reading
- English (weekly)
- Maths (weekly)
- Science (fortnightly)
- Humanities (Once a month)

Statutory Testing Years (2 and 6)

The nature of homework will change during the course of the academic year for Year 2 and Year 6. Pupils will receive revision guides in Year 6 and these will form the basis of homework. Revision will replace PLT, SBT and ALT. Parents will be informed at the point that is put in place.

All homework across the Federation is set on a Friday to be returned on the following Wednesday. Spellings and multiplication tables will be set weekly by the class/English teacher and the day of this will be communicated in the year letters and meet the teacher meetings at the start of the year. Pupils will have a week to learn their spellings and multiplication tables before being tested.

Formal homework will not be set in the following weeks of the school year:

- The final week of each half term
- The first week of the Autumn Term
- The week prior to Statutory Testing and/or GL Assessments

Pupils should be encouraged in holiday time though to participate in activities that will further develop their learning e.g. cooking, participating in sports, researching the next topic, visiting a site of historic interest and/or participating in a Children's University based opportunity.

If a teacher is absent there remains the expectation that the homework will be set. In a sickness absence this will become the responsibility of the subject leader. In an absence due to a course/training then it remains the responsibility of the class teacher.

How homework will be recorded and marked

- Pre-learning homework will not be marked but there is an expectation that the pupils write the homework into their learning logs. The pupils will be expected to engage in a formative learning dialogue with their peers.
- Skills based homework will be acknowledged by the teacher and but will not be marked in depth. If the skills based task is being delivered through a game or activity then this will not necessitate marking.
- All English application based homework will be recorded in a single English learning log or homework log at PFS. All application tasks will be marked in accordance with the school marking and feedback policy. Pupils will be given opportunities to respond to the written feedback within lesson time.
- All Maths application based homework will be recorded in a single Mathematical learning log or homework log at PFS. All application tasks will be marked in a similar way to the English. Again, pupils will be given opportunities to respond to the written feedback within lesson time.
- Science and Humanities homework will be completed in a format that is suited to the teacher. Teachers will mark the work in accordance with the marking and feedback policy.
- During revision for Statutory testing the nature of feedback may differ from the above and will be tailored to meet the needs of the learners.

In an average term, it is likely that between 4 and 5 pieces of work will receive more in-depth marking.

The role of teachers

When teachers set homework they will ensure that:

- It is always clearly related to current areas of focus
- The task is made clear to children and matched to their abilities, especially for those pupils with special educational needs.
- In all year groups teachers produce an overview slip that includes the following, the type of task it is (e.g. PLT); a brief context of the current learning; task guidance and expectations; the date the homework has been set and the date it is due.
- Work is marked in accordance with the guidance given above and will be given to ensure maximum impact on pupil learning
- If there is feedback that requires the pupils to respond, this will be completed in the pupils own time, prior to completion of the subsequent homework task.
- Problems or difficulties encountered by children are dealt with swiftly.
- Regular completion of homework of a high standard is recognised and celebrated.
- The impact of homework upon the standards of children's attainment is monitored.

- Opportunities for the regular, formal evaluation of homework are provided for teachers, parents and children as part of the on-going consultation arrangements.
- All children will be expected to complete tasks. They will be given an opportunity to attend the daily homework support session.
- If homework is not completed consecutively then the adult responsible for setting the homework will initially invite the child to attend a homework support session and will also inform the parents of the child via email/telephone (SNMS), home liaison book (PFS), or via other verbal communication depending on what is best for the family. Pupils will not receive a detention for non-compliance. If there are concerns in terms of a pupil not completing homework long term then the class teacher will liaise with the Inclusion Manager in order to support the pupil and family.
- Homework that meets basic expectations will be rewarded with a 1 (green) house point in line with the school's behaviour policy, homework that exceeds expectations will be rewarded with 2 (silver) house points or 3 (gold) house point. If homework is not completed then it will be logged as a demerit for monitoring purposes only.
- Exceptional homework will be recognised in the Friday Celebration Assembly with a year trophy for homework awarded to a pupil on a monthly basis. The trophy goes home with pupil for the month.

The role of parents and carers

Within the home school partnership parents should fulfil the following role:

- To support the school by ensuring that their child attempts the homework.
- To provide a suitable place for their child to carry out their homework.
- To encourage and praise their child when they have completed their homework.
- To become actively involved and support their child with homework activities.
- To make it clear that they value homework and they support the school by explaining how it can help learning.
- To provide the school with feedback as part of the on-going home school dialogue. This will be noting successes and any problems encountered as appropriate.

Parents need to discuss with their children the following questions to support the home provision of homework:

- When is it a good time to do any homework?
- Where is the best place for homework to be done?
- What helps and aids concentration?
- How long should my homework take me?
- Who should I ask for help and how much help should I expect?

It is vital that parents display a positive attitude to homework and value its importance. It is also important for parents to recognise that it is the children'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 can vary from day to day. Parents need to listen to the child's explanation of what they have to do and discuss the work their child is doing and whether or not help is needed plus what form this might take.

If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher.

Monitoring and Review

It is the responsibility of the governing body to agree and then monitor the school homework policy. The governing body may, at any time, request from the head teacher a report on the way homework is organised in the school.