

# Richard Hill Church of England Primary School



## Homework Policy

Date Agreed: May 2023

Review Cycle: 3 Years

Review Date: May 2027

Richard Hill is a vibrant, enthusiastic, forward thinking and safe learning environment in which pupils are given every opportunity to complete a fulfilling education.

At Richard Hill Primary School we define homework as any activity or work which pupils are asked to do outside lesson times, either on their own or with parents and carers. We believe that homework plays an important part in education and the benefit of doing homework must be instilled at an early age so that independent study can be achieved.

We are also aware that pupils have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We will give careful consideration to ensuring homework is well-balanced across the school.

This Homework Policy was developed in consultation with staff members, parents and pupils, and with the full agreement of the governing board.

## **Aims**

This policy aims to:

- Develop a consistent approach to homework throughout the school.
- Make sure that teaching staff, parents and pupils are aware of their responsibilities with regards to homework.
- Ensure that parents understand what is expected of their child.
- Encourage pupils to develop the responsibility and self-discipline required for independent study.
- Embed knowledge and support pupils' learning experiences via revision and reinforcement.
- Work with parents and involve them in their child's learning, and to keep them informed about the work their child is undertaking.
- Extend learning beyond the classroom.
- Give pupils further practise and a deeper understanding of skills, knowledge and concepts learned during the school day.

### **1. Legal framework**

1.1. This policy has due regard to all relevant statutory and good practice guidance including, but not limited to, the following:

- DfE (2019) 'Ways to reduce workload in your school(s)'
- Ofsted (2019) 'School inspection handbook'
- Ofsted (2019) 'School inspection handbook – section 8'

### **2. Responsibilities**

2.1. The Executive Headteacher, Head of School and governing board are responsible for:

- Frequently checking the policy's compliance with statutory and good practice requirements.
- Monitoring the effectiveness of this policy.
- Reviewing the policy every two years and making appropriate updates as required.

- Discussing with staff the extent to which this policy is being implemented.
- Meeting with parents as appropriate.
- Providing parents with information about homework.
- Informing new parents about the Homework Policy.

## 2.2. Teachers are responsible for:

- Communicating knowledge organisers for the wider curriculum where they are in place (Science, Geography, History, DT and Art)
- Providing an explanation of homework tasks and ensuring that all pupils understand what they have to do.
- Ensuring all homework is purposeful and links directly to the curriculum.
- Setting homework that is appropriate to pupils' age and ability.
- Monitoring homework regularly and rewarding quality work and praising pupils who regularly complete homework.
- Being available to parents to have any discussion about homework.
- Setting homework that is consistent across all classes.
- Ensuring homework takes equal opportunities into account and that the needs of pupils with disabilities are considered.
- Establish a regular homework routine which is communicated clearly to children and Parents e.g. if a certain day where homework needs to be submitted

## 2.3. Parents are responsible for:

- Having conversations with the children about their learning
- Supporting and encouraging their child with regards to completing homework.
- Becoming involved in their child's homework and encouraging their child to have a positive attitude towards it.
- Making sure that their child completes homework to a high standard and on time.
- Providing suitable conditions and resources for their child to complete homework.
- Praising their child and celebrating achievements with regards to their homework.
- Informing teachers of any issues that may arise and co-operating with the school to find a solution.
- Keeping the school informed of any change in circumstances which may affect their child's learning and ability to complete homework effectively.
- Encouraging their child to discuss homework and feedback from teachers.

## 2.4. Pupils are responsible for:

- Taking responsibility for their own learning and submitting completed work in a timely manner.
- Having a positive approach towards homework.
- Putting the same effort into homework as class work.

- Making sure they understand the tasks that have been set and seeking clarification if required.
- Ensuring that they have everything they need to complete homework and returning to school all books/stationery needed to complete their homework.
- Taking pride in the presentation and content of their homework and performing to the best of their abilities.

### **Our approach to homework**

- 2.5. The school recognises that homework is a large contributor to the workload of teachers; therefore, teachers will only set homework that is deemed to positively impact pupils' progress.
- 2.6. Teachers ask themselves 'why am I setting this homework?' and 'how will this homework be useful to the pupil?'. If the answers to these questions do not reflect a positive impact on pupils' learning, teachers use their professional judgement and decide whether the homework is necessary.
- 2.7. Teachers explain the school's approach to homework to parents at the Meet the Teacher evening at the start of the academic year.
- 2.8. There is regular communication by teachers for each year group to inform them of what is expected of them with regards to homework or if there are changes
- 2.9. Pupils tasks will be monitored by teachers. Children will be rewarded for their engagement. This may be done in class or in Celebration Assembly depending on the time and effort that they have put into their homework.
- 2.10. The DfE state that Pupils' weekly homework activity should be designed to take around 45 minutes – 2 hours, depending on the age of the pupil.
- 2.11. Homework will go straight onto Class Dojo.

### **3. Pupils with SEND**

- 3.1. A balanced approach to homework will be adopted for pupils with SEND, in consultation with the pupil's parents and the SENCO.
- 3.2. The school recognises that pupils with SEND may require specific tasks to be set, as outlined in their individual education plans.
- 3.3. While pupils with SEND may benefit from differentiated tasks separate from the homework received by other pupils, it is important that they also complete as much standard homework as possible.

## Homework Expectations

The following information sets out the expectations for homework. There may be some flexibility within this programme for children with additional needs, but parents and pupils will always be informed if this is the case.

- **Reading**

Reading every day is really important. We want the children to read little and often therefore 10 mins a day is the expectation we are setting for all children. We understand that for our youngest children this may be the time you share a book together before they can read their own reading books. The children are able to change their reading books regularly and we would encourage trips the library, use of eBooks and audio books.

These times reading at home will need to be recorded in the children’s reading diaries. One read a day will count towards getting reading rewards. The reading rewards will change throughout the year.

- **Times table Rockstar’s**

There will be a once a half term competition where the children will receive raffle tickets for their efforts which will go into the class monthly draw. This competition will be communicated via Class Dojo by the Maths subject leader in school.

- **Wider Curriculum Tasks**

Teachers will send home knowledge organisers where they are available for Wider Curriculum Subjects. There will be regular questions, discussions around vocabulary and small tasks sent by the Class Teacher via Class Dojo. These tasks may have some of the following foci;

### Knowledge Rich Home Learning Activities – Parent Information

<p><b>Vocabulary</b></p> <p>The curriculum is very knowledge rich and talking about learning is one of the most important things you can do at home.</p> <p>With your children talk at home over the key concepts and vocabulary detailed on the knowledge organiser. This practising and over learning is brilliant for the children’s memory!</p> <p>Communicate your discussions to the class teacher via Dojo.</p>	<p><b>Spelling</b></p> <p>Support the children to learn to spell accurately 5 of the highlighted words on the knowledge organiser. Let your child’s teacher know which 5 your child has learnt. They will check these words in school. There are lots of ways to learn and practice spellings – see the grid below.</p>	<p><b>Research</b></p> <p>A knowledge organiser shows a small amount of key knowledge which is essential learning. We want the children to be curious about their learning and research and investigate topics. This can be done through books and the internet. Do some research and ask your children to present this to the class teacher. How they present this research is up to them. Some possible ways are a poster, a PowerPoint, a recorded presentation, an experiment.</p>
<p><b>Questioning</b></p> <p>Questioning the learning is a big part of remembering and making connections.</p> <p>We would like the children to come up with 3 questions of their own about the subject they are learning. They can write these or record these in any way they would like.</p>	<p><b>Connecting</b></p> <p>Much of the curriculum is connected to other learning and making links is really important for children’s brains.</p> <p>We would like the children to make a mind map with all the connections they can think of to go with their current learning.</p>	

We would like them to make sure that they start with a question word and end with a question mark as this also supports their English skills.

**Example of a Knowledge Organiser**



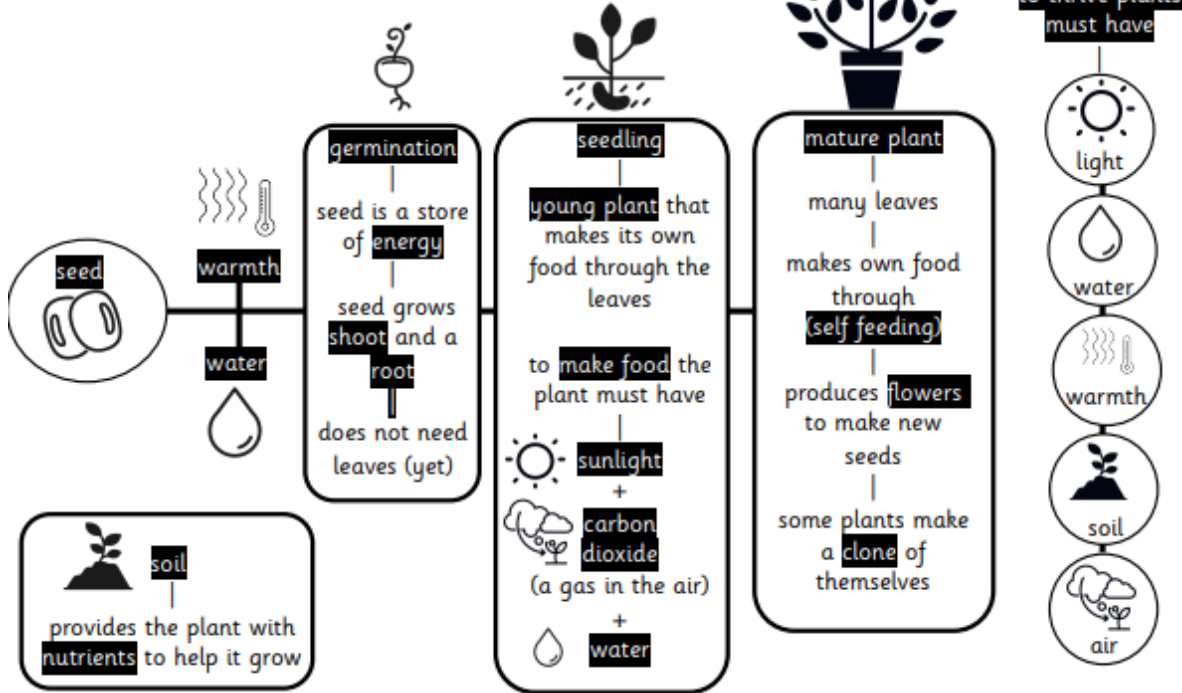
Science study

**PLANTS**

Year 2

Spring Term

**How seeds grow into mature plants**



**How bulbs grow into plants**

