



## **PRIMROSE HILL C OF E PRIMARY ACADEMY**

*Growing a brighter future together*

### **HOMEWORK POLICY**

Homework is a very emotive subject on which everyone connected to schools usually has an opinion. Some parents (and teachers) feel that homework should be set regularly while others feel equally passionately that it should not. This policy aims to lay out the benefits and negative aspects of setting homework and to provide a clear statement on our approach to learning beyond the school day. We strive to have a clear balance between instilling good habits for their future at secondary school and beyond whilst promoting family activities and hobbies. In line with our vision, we want all children to leave Primrose Hill with a bright future ahead of them. We want all children to understand the benefit of hard work, perseverance and personal responsibility when working towards their bright future. Our homework expectations support our vision and together we will ensure all children are ready for the next phase of their education journey.

#### **The case for...**

- Homework can be an effective way to reinforce learning and understanding gained in school. Schools are very busy and we don't have enough time for children to practise key skills such as reading and times table therefore this practise must be done at home to ensure children are ready for secondary school when they leave.
- It can be an opportunity to develop children's self-discipline, responsibility and time management.
- It can extend the message that learning isn't something that just happens in school but it is a life-long skill which takes place everywhere and at any time.
- It prepares children for the rigours of homework at their secondary school.
- Learning in a different way, with a different person's support can aid understanding.

#### **The case against...**

- Can cause anxiety for children who do not understand.
- Can potentially have detrimental effect on children's attitude to learning and self-esteem.
- The work/life balance of the children.
- Some children regularly fail to complete homework as required.
- It is sometimes completed by the child's parent.
- Parents feel unable to assist and may feel like they are the one being tested.

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- Parents worry that they are teaching their child to do it 'the wrong way.'
- Additional teacher workload in marking and assessing.
- Children often have clubs or activities and commitments that make it hard for them to complete homework.
- Evidence from the EEF that homework (aside from practising key skills) doesn't impact on the attainment of primary aged pupils.

Based on current research, at Primrose Hill C of E we believe that homework is best when it involves practice of subject matter already taught; is meaningful to the children and their class-based learning; is efficient to complete but requires hard thinking; is able to be completed independently by children and impacts positively on motivation and attitude. This is why we only ask for reading and maths fluency practise from Reception to Year 4. In preparation for secondary school, Year 5 and 6 also have additional weekly English and maths homework. However, we also understand that some families enjoy completing a larger project together therefore we will always showcase any additional individual homework in school.

### **Homework Expectations**

We expect every child to complete the following homework.

**Reading:** We expect all children to practise reading at home at least four times per week. When children are first learning to read (Reception, year 1 and possibly year 2) we ask that they read their school reading book 3 times. The first read is to practise decoding; the second read through to work on fluency and the final read to focus on comprehension. Once children can read fluently, they only need to read each book once. We provide all children with a school reading book and this is the book we ask them to read four times a week and record in their diaries. Children are encouraged to read more widely as they move up through the school and their reading improves. When your child is reading more widely, two of the four sessions can be a book of their choosing however the other two sessions need to be their school book so we can ensure they are reading books at the correct level. As your child progresses in their reading journey, they may want to read in their head. This is fine but please ask a couple of comprehension questions to ensure they have understood the text. Ideally, once decoding is secure, children would do a mixture of reading out loud and silent reading. This would build both skills.

**Maths:** We ask that children practise their maths fluency at home for 25 minutes a week. The best way to practise fluency is little and often e.g. 5 mins every day however, we understand lives are busy so it is also ok to do the 25 minutes in one block of time. In Reception and year 1 we ask children to complete Numbots until they are ready to move onto Timestable Rockstars (TTRS). From Year 2 we expect most children to be using TTRS. When children are learning their tables, the jamming program is best so they can practise a specific table. If your child needs additional support, write the tables out on a piece of paper for them to check their answer. Eventually, they will be quicker without the paper and stop using it. When they are confident on jamming, they can move onto garage. Garage has a clever algorithm which gives them tables they know with a couple of unknown ones. As they get each table correct it increases the difficulty.

**UKS2 English and Maths:** Children in UKS2 (Year groups 5 and 6) will complete weekly English and Maths activities in dedicated homework books.

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**Additional homework:** Occasionally, teachers need to give additional homework to either individual children or the whole class. Teachers will use their professional judgement when deciding on additional homework using the criteria stated above. Additional homework may include: finishing a piece of learning from a lesson; practising a specific task e.g. lines for a play; targeted learning to address a misconception or to plug a gap in understanding.

### **The role of the Head Teacher**

- Check compliance of the policy
- Monitor the effectiveness of the policy
- With the Senior Leaders, review the policy
- Discuss the implementation of the policy with staff
- Meet with parents as appropriate
- Keep parents and carers informed about any changes and inform new parents about the Homework Policy

### **The role of the teachers**

- Provide reading books for the children and change as appropriate
- Monitor completion of homework
- Communicate with parents if there is a problem regarding homework

### **The role of parents/carers**

- Support their child in completing homework
- Sign reading records to show that reading has been completed
- Encourage and be involved in their child to have a positive attitude towards homework
- Ensure their child completes homework on time
- Provide a suitable place and equipment for their child to complete homework
- Inform teachers of any issues that may arise
- Keep the school informed of any change in circumstance which may affect their child's learning and homework

### **The role of pupils**

- Take responsibility for their own learning and complete homework in a timely manner
- Have a positive approach towards homework
- Put the same effort into homework as would be expected of class work
- Take pride in presentation and content of their homework (year 5 and 6)
- Make sure they understand the tasks that have been set and seek help if required (year 5 and 6)

### **Absences**

If a pupil is absent from school due to illness, medical reasons or unauthorised absence, the school will not supply work for these periods. This is because pupils may not be well enough to undertake work. In some cases, there may be exceptions to this rule and the school has the right to decide whether this is acceptable or not. If the child is absent for a long period of time e.g. with a broken arm, the teacher and the parent of the pupil will agree what should be done and how much help should be given to the pupil.

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### **Pupils who fail to complete homework**

All pupils are expected to complete homework. Teachers will keep records of pupils completing homework, which will be regularly checked. If pupils fail to complete homework, teachers will contact parents to find out why. Concerns may also be discussed at Parent Consultations. Children in Reception and year 1 who fail to complete the reading homework and children in year 2 upwards who fail to complete the reading and maths fluency homework will be expected to attend a homework club on Wednesday lunchtime. Homework club is staffed by SLT and children will be provided with support to catch up with their peers.

### **Pupils with SEND**

While pupils with SEND may benefit from special tasks separate from the homework received by other pupils, it is important that they also do as much practise of those key skills as possible. A balanced amount of homework will be set for pupils with SEND, in consultation with the parents and SENDCo.

### **Equal Opportunities**

Primrose Hill C of E Primary Academy, governors and staff members are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity and social, cultural or religious background. All pupils have equal access and inclusive rights regardless of their gender, race, disability or ability.