



## Homework Policy

**Date of last review:** November 2021



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## Parbold Douglas CE Academy

Homework Policy [Last updated: November 2021]

### Introduction

At Parbold Douglas Church of England Academy, we aim to encourage and develop children as successful, independent learners who enjoy learning and recognise the opportunities which are opened up to each and everyone of us from engaging in life-long learning.

We recognise that learning takes place beyond the classroom, in all aspects of our lives and that these opportunities can be instigated independently or by parents, teachers or others.

We believe that learning at home is an essential part of good education and an important way of establishing co-operation and a partnership between teachers and parents. It also helps children to develop their independent learning skills and strategies to organise and manage their learning. We know that homework, if purposeful and relevant, does have a positive impact on the progress children make. Research suggests that homework has more impact the older a child gets and that short focussed tasks are typically the most effective. Our school policy has been developed after engagement with research and through consultation. We also sought the views of parents (through a survey) and the views of staff (through working parties and meetings).

Our approach to homework seeks to be manageable and age-appropriate. We acknowledge that families have busy, full lives and that homework should not prevent children from taking part in a range of other activities, including out-of-school clubs.

### Aims of Homework

Homework should:

- Be purposefully linked to learning to reinforce and consolidate prior learning.
- Enable children to develop and embed essential knowledge (e.g. fluent recall of basic number facts, such as number bonds to 10).
- Help children to develop independent learning and organisational skills. In Years 5 and 6, this should help prepare them for the expectations of secondary school.
- Inspire children to want to extend their own learning.
- Support children to recognise the value of practise and study.
- Be accessible for all children.

Homework should not:

- Cause unnecessary stress or anxiety for the child or parent.
- Negatively impact on the opportunities children have to take part in a range of other activities and lead full lives with their families.

### Types and Amounts of Homework

The information provided below is subject to occasional change. Each September, homework information is shared with parents, providing additional detail. Copies of this information can be found on the [homework page](#) on the school website.

#### Early Years Foundation Stage

- **Daily Reading.** We ask parents and children to read together daily. This can be either sharing books or hearing children read (depending on children's ability and need). Your child's digital reading record should be updated regularly to keep track of this.
- Children may also be asked to practise phonic sounds or early number skills.



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### Key Stage 1

#### Year 1

- **Daily Reading.** We ask parents and children to read together daily. This can be either sharing books or hearing children read (depending on children's ability and need). Your child's digital reading record should be updated regularly to keep track of this.
- **NumBots.** Children are asked to use the NumBots application regularly (at least once per week). Login details are provided by school. NumBots supports children to develop recall and fluency in mental addition and subtraction.
- **Common Exception Words.** Children are given three common exception words to practise at home each week. They also work on these spellings in school.

#### Year 2

- **Daily Reading.** We ask parents and children to read together daily. This can be either sharing books or hearing children read (depending on children's ability and need). Your child's digital reading record should be updated regularly to keep track of this.
- **NumBots.** Children are asked to use the NumBots application regularly (at least once per week). Login details are provided by school. NumBots supports children to develop recall and fluency in mental addition and subtraction.
- **Spelling Practise.** Children are asked to practise spellings at home every week to reinforce and revisit learning from within school.

### Key Stage 2

#### Years 3 and 4

- **Daily Reading.** We ask children to read daily. The digital reading record should be updated regularly (at least twice per week) to keep track of this.
- **Times Tables Rockstars.** Children are asked to use the Times Tables Rockstars application regularly (at least once per week). Login details are provided by school. Times Tables Rockstars supports children to develop fluent recall of multiplication facts (and corresponding division facts).
- **Spelling Practise.** Children are asked to practise spellings at home every week to reinforce and revisit learning from within school.

#### Year 5

- **Daily Reading.** We ask children to read daily. The digital reading record should be updated regularly (at least twice per week) to keep track of this.
- **Maths or English Task.** Children will be given one specific task each week, focused on consolidating and reinforcing learning within the classroom.
- **Spelling Practise.** Children are asked to practise spellings at home every week to reinforce and revisit learning from within school.
- **Learning Applications.** We also continue to encourage pupils to use applications to support their recall of core facts. For example, we encourage the use of Times Tables Rockstars on a regular basis to support memory of multiplication facts (and corresponding division facts).

#### Year 6

- **Daily Reading.** We ask children to read daily. The digital reading record should be updated regularly (at least twice per week) to keep track of this.
- **Maths Task.** Children will be given one mathematics task each week, focused on consolidating and reinforcing learning within the classroom.
- **English Task.** Children will be given one English task each week, focused on consolidating and reinforcing learning within the classroom.



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- **Spelling Practise.** Children are asked to practise spellings at home every week to reinforce and revisit learning from within school.
- **Learning Applications.** We also continue to encourage pupils to use applications to support their recall of core facts. For example, we encourage the use of Times Tables Rockstars on a regular basis to support memory of multiplication facts (and corresponding division facts).

## Additional Learning at Home

Teachers may also share additional resources – in addition to the above weekly homework – to support pupils with their learning at home. This may include lists of Common Exception Words, links to phonics videos, or personalised resources. The extent to which families use these is encouraged but it is optional; these are not part of the normal homework expectation.

## Expectations

Full engagement with homework is an expectation for all pupils at Parbold Douglas. In Key Stage 2, if children do not complete homework tasks, they will be given the opportunity to complete these during lunch or play times. In Years 5 and 6, this will include opportunities to complete specific tasks.

Across all phases, teachers will liaise with parents where there are concerns about engagement with homework.

## Scheduling of Homework

Homework is distributed on a Friday.

Homework must be completed by the start of the school day on the following Thursday.

Homework is not set over school holiday periods. However, we encourage children to continue to read daily.

## Accessing and Submitting Homework

Digital reading records are accessed and updated via Showbie. Login details are provided by school.

Learning applications (including Spelling Shed, Times Tables Rockstars and NumBots) can be accessed via a tablet or desktop computer. In some cases, these can also be accessed via mobile phones. Login details are provided by school.

In Years 5 and 6, maths and English tasks are usually accessed and completed via Showbie. Login details are provided by school. Often, these tasks are completed via online learning applications (such as SPAG.com or Maths.co.uk). Instructions will always be provided where this is the case. Occasionally, tasks are given out on paper – for example, handwriting tasks.

### Requesting paper copies:

In Years 5 and 6, paper copies of maths and English homework tasks can be requested. To request paper copies of tasks, parents and carers should speak to their child's class teacher.

### Internet connection:

Where pupils are unable to access digital reading records or online learning applications due to a lack of internet provision at home, parents should contact the school to discuss options.



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### **Special Educational Needs and Disabilities**

We set homework for all learners as a normal part of school life. We seek to ensure that tasks are appropriate to the ability of the child. If a child has special educational needs or a disability, we adapt homework so that it is accessible and appropriate. This often includes providing paper copies as standard and setting adjusted tasks. Arrangements will be discussed directly with parents.

### **Equal Opportunities**

Homework tasks will be available and accessible to all children. See 'accessing and submitting homework' (above) for information about paper copies of homework and internet connectivity.

### **Roles:**

School staff will:

- Set homework tasks and communicate clearly the expectation, structure and organisation of this.
- Acknowledge completion of homework tasks and give appropriate feedback as necessary
- Track pupil progress with homework.
- Communicate with parents/carers where necessary regarding homework issues.

The Parent/Carer will:

- Support and encourage the child to complete homework tasks
- Arrange a suitable time and space for children to complete their homework tasks
- Encourage good work habits and offer support when needed, sharing concerns with the class teacher where necessary
- Help children to gather the resources needed to complete the task
- Encourage time management

### **Assessment and feedback**

Staff will monitor the digital reading records each week to inform their understanding of the progress pupils make with reading. Feedback will be provided (usually verbally in school) to encourage pupils and to celebrate their successes.

Staff will monitor the progress pupils make within learning applications (such as NumBots, Times Tables Rockstars, Spelling Shed, etc.). This will inform classroom teaching. Feedback may occasionally be given to highlight and celebrate successes or to support pupils to improve their progress. This will usually be given verbally at school.

In Years 5 and 6, teachers will assess weekly homework tasks. This will inform classroom teaching. Feedback will be given in the classroom as part of future teaching. Written feedback will not be provided.

### **Policy evaluation and review**

The policy is reviewed every 3 years.

**Date of last review:** November 2021

**Date of next review:** November 2024

