



Policy Title: Homework Policy.

Policy Folder: Teaching & Learning.

Last Reviewed: September 2022.

Next Review: September 2025

Lead by: Assistant Head.

Responsible Committee: SD

## **Introduction:**

**In this homework policy, we will outline the following:**

- our rationale for the setting of homework;
- the characteristics of effective homework at Lantern Lane;
- the homework structure (the nature and frequency);
- how homework is shared;
- the role of teaching staff;
- the role of parents & carers;
- monitoring of homework policy & practice.

## **Rationale:**

At Lantern Lane, we believe that there is value in children extending their learning outside of school. Completing a task outside the school environment gives pupils the opportunity to:

\*secure key knowledge and apply this in practice, raising standards of attainment across the curriculum but particularly in English & maths;

\*develop confidence and independence in their learning in line with our intent statement;

\*see themselves as and develop as lifelong learners;

\*share what they are learning with parents or carers, who will gain a deeper understanding of what & how their children are being taught.

Equally, as children move into the later stages of primary school, they can be expected to take more individual responsibility for their homework, allowing them to prepare for the demands in this respect when they transition to secondary school.

This said, we also recognise the importance of children having time to unwind following a busy, structured day at school and take part in a range of extra-curricular, out-of-school activities to broaden their experiences, e.g. music lessons, drama groups, sports clubs etc. Accordingly, we have structured our homework demands to ensure that these opportunities are protected too.

Homework is planned to be meaningful. We hope that children will feel a sense of personal satisfaction in a task completed well and that their efforts will be recognised and praised both at home and at school.

Homework will be planned to take into account the needs of all learners including those with dyslexia; this may take the form of providing additional support resources; direction to focus on a particular part of a task, or - for some of our SEND children - a fully differentiated task that is in line with their next learning steps.

### Characteristics of Effective Homework:

At Lantern Lane, we would describe effective homework as:

- \*having a very clear focus and time-guideline;
- \*giving plenty of opportunities for pupils to succeed;
- \*being varied;
- \*being planned by year group teachers that have the best knowledge of the children & their next learning steps;
- \*receiving prompt feedback that has value in improving learning and recognising effort outside of school.
- \*being manageable for all stakeholders: pupils, parents and teachers.

We hope to inspire children to want to find out more about what they are being taught, including finding the answers to questions posed in school or the adults, their peers or by themselves.

When they do so, we would encourage them to share what they have discovered in response to their curiosity with others.

### Homework Structure:

Some homework expectations - relating to key knowledge & skills - are relevant across the school and/ or across whole key stages and are explained below.

<u>Reading:</u>	<p>Children in F2 will have a book linked to their phonic knowledge to read with adults at home and a set of tricky words to practise with the aim of sight recognition. We ask parents to support their child to engage with these regularly (daily wherever possible) for short intervals of time (appropriate to their child). In addition, they are also encouraged to select a book of interest to take home to share and talk about (these are not linked to their phonic knowledge so may require the adult to be the reader).</p> <p>All children in both KS1 &amp; KS2 are expected to read regularly at home; we ask parents to aim for between 10-20 minutes on a daily basis, either with an adult or independently as the child gets older and/ or more fluent. Of course, as children become both more competent &amp; independent in their reading, they may well read for far more extended periods (and this is to be encouraged).</p> <p>For children that are still developing their decoding skills, additional practice of phonics is encouraged and supported through the sharing of resources (including appropriate games) or an overview of the phonics focus for a particular week.</p> <p>Staff will support parents &amp; carers to read with their children at home through a combination of resources, advice sheets and/ or</p>
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	parent meetings. If parents have any further questions about this support, they should speak to their child's teacher
Spelling:	Regular practice of appropriate spellings is also very beneficial for children's progress. From Year 3 onwards, children are given up to 10 spellings to learn each week. These words will be based on the appropriate National Curriculum spelling rules and 'exception word' lists (for the vast majority of children). In addition, previous rules and spellings - together with spellings that the children are frequently spelling incorrectly in their daily writing - may be included. In some year groups, the words within the list may be colour-coded and children advised to focus on certain colours. Some children may also continue to receive keywords to learn to read or phonic games to play at home (based on their own individual learning needs).
<u>Times Tables</u>	Fluent recall of multiplication facts is an essential part of accessing the maths curriculum, especially in KS2 and beyond; such fluency is best achieved by time-limited practice on a regular basis. Whilst we both teach & practice these facts in school, regular practice at home is also seen as vital and this is supported through the online platform, TT Rockstars, and other resources. Whilst children are expected to know all their multiplication facts up to 12 x 12 by the end of Year 4, practice remains important in UKS2 to further build speed alongside accuracy.

In addition to the above, children are set further homework tasks that support the learning that was been undertaken in school on a weekly basis. The time required to complete the task will vary according to the age of the child and will be in line with the above rationale. These will be set on the same day each week and it will be made clear when they should be completed by.

Arrangements in each year group are as follows (and are also outlined in the transition booklets for parents that are shared at the end of each academic year):

**Year 1:** one short task that practices key skills and/or may be related to the wider curriculum.

**Year 2:** one written task based on English and Maths on alternating weeks. At times during the year, there may be a number of homework projects, which will replace the weekly homework.

Such homework will be related to the topics being studied or specific targets being working on - and it is likely to allow the children some choice over the tasks they complete.

**Year 3 to 5:** children are given one piece of homework per week, alternating between English & maths. The focus of the work will be linked to securing recent learning objectives; embedding key knowledge, and/ or practising key skills, e.g. retrieval in reading.

**Year 6:** weekly homework is given to consolidate the week's learning in the form of one maths task and one English task. Some children as they approach the end of primary school may want to do work at home over and above the tasks set - and we will ensure that this is supported, celebrated and rewarded appropriately.

Please note that, at times, individuals or small groups of children may be given extra or a different homework to revisit something they have found tricky or to consolidate learning. If you have any questions or concerns in this regard, please contact your child's teacher.

At times, other homework may be given to support future learning, e.g. it may benefit some learners to have the opportunity to pre-read a key text or to generate some ideas for a piece of writing.

### **Sharing of Homework:**

In Years 1 to 5, homework is shared - and feedback to it is given - using the online platform, Seesaw, using the account created for each individual child. Where a paper version is preferred, this is also accommodated.

In Year 6, the online platform, Teams, is preferred as this mirrors the arrangements for homework at the secondary school that most children at Lantern Lane transition to.

### **Role of Teaching Staff:**

- Set homework that is in line with the effective characteristics as outlined above;
- Support pupils that are finding the completion of homework tasks challenging in the way best suited to their individual needs;
- Recognise the valuable role parents & carers play in this type of learning and provide support, including through additional resources & the offer of information or training sessions.
- Regularly evaluate the homework programme to ensure it is meeting the needs of pupils, parents and school alike.

### **Role of the Parents/ Carers:**

There are many ways parents can help in the learning partnership:

- ✓ Ask the children questions about what they are learning at school (talking helps everyone understand things more clearly).
- ✓ Play word and number games to consolidate early learning of letter sounds, common vocabulary and number bonds.
- ✓ Spend a little time, on a regular basis, listening to your child read and discussing the books they have brought home. Encourage your child to read words and books regularly (show them how important words are).
- ✓ Help them to form letters the way they are taught at school starting at the correct point.
- ✓ Test what has to be learned e.g. spellings, tables, number facts etc.
- ✓ Read what your child has written, and talk to them about their writing: Does it make sense? Is writing neat and accurate? Have they used exciting words?
- ✓ Encourage your child to check over his/her work.
- ✓ Help your child find out additional facts, e.g. by visiting the library or researching on the Internet.

We ask for your support in seeing that homework is done conscientiously and in the best possible conditions. If homework is not completed, children are often at a disadvantage in class, as many homework tasks are discussed in class and often inform future learning.

If your child encounters any difficulties with any homework task, please do contact their teacher, who will be able to provide the support needed to ensure the experience remains positive in line with our rationale.

There is always homework help available in school, be this in the form of additional 1:1 support for pupils or on a more formalised basis (e.g. a homework club) if this is more appropriate. This support is reviewed regularly.

**Monitoring:**

The Head teacher will regularly review the Policy and Guidelines on behalf of the Governing Body, alongside the whole staff team, and will monitor the quality of homework provision through planning and work scrutiny.

At Lantern Lane, we value parents' feedback including with respect to homework activities.