

Homework Policy

Policy Monitoring, Evaluation and Review

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Author:	A Ashcroft
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Revision History:

Version	Date	Author	Summary of Changes:
1.0	05.06.24	A Ashcroft	New Homework Policy Created
1.1	07.10.24	L Johnson	Update of homework expectations following internal review on impact and wellbeing

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1. Introduction

Homework is anything children do outside the normal Academic day that contributes to their learning, in response to guidance from the Academy. Homework encompasses a whole variety of activities instigated by teachers and parents/carers to support the children's learning. For example, parents or carers who spend time reading stories to their children before bedtime are helping with homework.

2. Rationale for Homework

Homework is a very important part of a child's education and can add much to a child's development. The government made clear its commitment to homework in the 1997 White Paper 'Excellence in Academy's, in which homework was described as 'an essential part of good education'. We recognise that the educational experience that any Academy by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home. Indeed, we see homework as an important example of cooperation between teachers and parents/carers. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire the skill of independent learning.

Homework plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the activities of various out-of-Academy clubs and of other organisations that play an important part in the lives of our pupils. We understand that children spend more time at home than at Academy, and we believe that they develop their interests and skills to the full only when parents/carers encourage them to make maximum use of the opportunities available outside Academy.

3. Aims and Objectives

The aims and objectives of homework are:

- to enable pupils to make maximum progress in their academic and social development.
- to help pupils develop the skills of an independent learner.
- to promote cooperation between home and the Academy in supporting each child's learning.
- to provide educational experiences not possible in the Academy.
- to consolidate and reinforce the learning done in the Academy, and to allow children to practice skills taught in lessons.
- to help children develop good work habits for the future.
- to enable parents and carers to have an overview of their child's learning.

4. Homework Expectations

Staff and pupils regard homework as an integral part of the curriculum – it is planned and prepared alongside all other programmes of learning. At Fosse Mead Primary Academy, we prioritise homework which is focused on Reading, Spelling, Timestables and Oracy.

Children will be expected to do the following homework on a weekly basis:

Foundation Stage

We expect children in Foundation to spend approximately 40 minutes a week doing homework, as well as reading with a parent daily.

- Talk about their day at school.
- Share a book with an adult at home daily.
- Fine motor activities to be completed weekly.

Key Stage One

We expect children in Years 1 and 2 to complete the set assignments each week

- Access Numbots (via Timetables Rockstars) – 10 minutes per week.
- Access Spelling Shed and complete the 5 set tasks.
- Read their Reading book with an adult at home daily.

Key Stage Two




We expect children in Years 3, 4, 5 and 6 to complete the set assignments each week

- Access Timestables Rockstars – complete 2 soundcheck games, 3 minutes in the garage and 3 minutes in the studio
- Access Spelling Shed and complete the 5 set tasks
- Assess MyOn (Accelerated Reader) and complete a minimum of one quiz per week.

If a child does not complete their homework, they will be given an opportunity to do so within the school day by their class teacher. If homework remains incomplete by Friday morning, children will be required to complete their homework during golden time as this forms part of our behaviour towards learning expectations.

Failure to complete homework will result in pupils receiving consequences aligned with the academy's behaviour policy – see below and the Behaviour Policy.



Automatic Yellow Card Behaviours		
If you...		
<ul style="list-style-type: none">• Fail to engage with your Homework on 3 occasions:<ul style="list-style-type: none">- Numbots/TimesTable Rockstars- Spelling Shed- Reading (Accelerated Reader/MyOn)• Use Swear Words.• Are Purposefully Unkind.• Bring Fizzy Drinks, Chewing Gum, or Sweets.		
1 WEEK	HALF TERM	
3	OR 5	=
		
*3 Yellow Cards in a Week – Red Report Plan.		
**5 Yellow Cards in a Half Term – Red Report Plan.		

Positive Behaviour Plan

If you...

- Fail to engage with your Homework on 5 occasions:
 - Numbots/TimesTable Rockstars
 - Spelling Shed
 - Reading (Accelerated Reader/MyOn)
- Show Physical Aggression towards another Child.
- Swear at someone.
- Bully (Several Times on Purpose).
- Refuse to hand in your Mobile Phone.
- Use a Mobile Phone during School.
- Intentionally use of Homophobic/Racist/Sexist language.
- Steal.
- Use Social Media/Online Platforms inappropriately.
- Damage school or another person's property.

Foundation

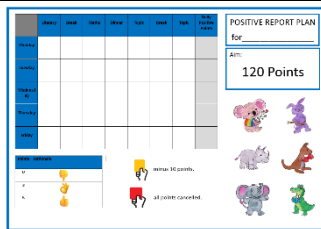
Year 1, 2, and 3

Year 4, 5, and 6

1 Day

3 Days

5 Days



Red Report Plan

If you...

- Repeat a behaviour that you have previously been given a Positive Behaviour Plan for i.e., a second Racist Incidents.
- Fail to achieve the points on a Positive Behaviour Plan.

Foundation

Year 1, 2, and 3

Year 4, 5, and 6



5. Inclusion and Homework

We set homework for all children as a normal part of Academy life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework to pupils who are named on the register of special needs, we refer to those pupils' Individual Education Plans (IEPs). We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings.

6. The Role of Parents and Carers

Parents and carers have a vital role to play in their child's education, and homework is an important part of this process. We ask parents and carers to encourage their child to complete the homework tasks that are set. We invite them to help their children as and when they feel it to be necessary, and to provide them with the sort of environment that allows children to do their best. Parents and carers can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

If parents and carers have any questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the Senior Leadership Team. Finally, if they wish to make a complaint about the Homework Policy, or the way in which it is implemented, parents or carers should contact the Principal.

7. Monitoring and Review

This policy will be reviewed yearly, or earlier if necessary.