



Federation Of Abbey Schools

Homework Policy

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Homework Policy

Aims of Policy

- To provide a clear definition of the purpose and nature of homework at the Federation of Abbey Schools.
- To establish how homework will be organised and how we ensure progression and continuity across the school.
- To identify the roles and responsibilities of those involved.
- To make clear the ways in which we aim to ensure that the policy makes an important contribution to the quality of teaching and learning in the school.

Definition

Homework as a supported or independent task undertaken outside of curriculum time which reinforces, extends or enriches current learning.

Purpose

The purpose of homework is to provide opportunities for parents to be involved in their child's learning. It enables children to practise and consolidate skills and aims to broaden the context of learning and provide enrichment and extension. Finally, it aims to enable children to take responsibility for their own learning, to become independent learners and to develop perseverance.

Range of Activities

A variety of tasks are used by class teachers for homework activities. These can include:

- Speaking and listening activities
- Reading
- Spelling and word investigations
- Reading comprehension
- Independent research
- Collecting items linked to a theme
- Practical maths investigations and activities
- Skills practice across a range of areas
- Educational games
- Art/craft
- DT/IT

Organisation

Under the leadership of the Team Leader, the year group determine the homework allocation and focus. A homework timetable for the term/half term is shared with children and parents. Progression is planned from Reception to Year 6 through the provision of appropriate activities and the increasing expectations we have of our children as they move up through the school.

Roles and Responsibilities

Class teachers will plan activities, which are linked to the curriculum content. They will respond to children's efforts, providing encouragement and reward and support parents if needed. Homework expectations will be sent home at the beginning of each term. Teachers will provide more homework if asked by a parent.

Parents have an important role in supporting children's efforts. They need to be aware of what homework is set and provide both encouragement and an appropriate environment for its completion.

Children are responsible for completing tasks as requested (with increasing independence as they move through the school) and to take responsibility for organising any information or equipment they require.

Research concerning the impact of homework

The Education Endowment Fund (EEF) commissioned research to analyse the impact of homework. We have taken their findings into account when planning our homework expectations for each year group.

EEF Findings - *The average impact of homework is positive across both primary and secondary school. There is, however variation behind this average with homework set in primary school having a smaller impact on average.*

The quality of the task set appears to be more important than the quantity of work required from the pupil. There is some evidence that the impact of homework diminishes as the amount of time pupils spend on it increases.

Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work.

Appendix – Homework Expectations

Homework expectations are shared with parents at the beginning of each year.

Abbey School understands the importance of reading in the process of developing pupils into independent learners. Reading is central to our ability to understand, interpret and communicate with one another. Furthermore, pupils who read on a regular basis, in school and at home, have a higher chance of fulfilling their potential. Developing reading fluency and then developing a love of reading is the key priority for homework set by Abbey school.

Maths and English homework that is set will always be consolidation of previous learning. Feedback will be provided instantly if online resources are used or in class if other resources are used.

From time to time topic homework will be set via Seesaw, this is optional and set in order to develop excitement and engagement in the topic.

EY

- Practice graphemes/tricky words - every day
- Reading - every day
- Topic or maths once a week
- Word books will be sent home when the child is ready for them.

Y1

- In Y1, we expect all parents to read at least 4 times a week at home with their children. This is consistent with our reading scheme.
- Weekly maths tasks will be sent out to parents to complete with their children via Seesaw.
- Targeted homework - Tasks sent home on Seesaw for children to do at home (these tasks are made to help support filling in the gaps within the children's knowledge)

Y2

- Daily reading
- Weekly maths task based on the learning that has taken place in school during that week.
- Y1 and Y2 spelling list sent to parents to practice with children.
- Targeted homework - Tasks sent home on Seesaw for children to do at home (these tasks are made to help support filling in the gaps within the children's knowledge)

Y3

- Our expectation is that children will read every day for at least 10 minutes and log this in their reading records, which must be brought into school every day. Children will be rewarded with dojos for keeping their records up to date. We would encourage parents to listen to their children read and ask them comprehension questions, which they will find in their child's reading record, at least 3 times a week.
 - In school, we are using Accelerated Reader, which helps children choose appropriate books. They can use www.arbookfind.com to check their own books at home.
- Our expectation is that children complete their weekly spelling rule assignment each week via EdShed. We recommend spending 10 minutes each day learning spellings. These rules will support them with their fortnightly spelling test.
- Times Table Rock Stars (TTRS) should be used for ten minutes at least three times a week to practise their times tables in preparation for their weekly times tables test.
- Children should complete activities on Maths Shed which link with their learning in class. There are five activities that they can access weekly to support their in class learning. They will receive points online for this and dojos in class.

Y4

- Children should aim to read at least five times a week at home for around fifteen minutes at a time. On at least one of these occasions, they should read with an adult. All home reading activity should be recorded in your child's reading record. This must come into school every Monday to be checked.
 - In school, we are using Accelerated Reader, which helps children choose appropriate books. They can use www.arbookfind.com to check their own books at home.
- Children should practise times tables as often as possible (ideally 10 minutes daily) either verbally, on paper or online using websites recommended by their teacher. This will help them prepare for their weekly test. The online option will help best prepare them for the online end of year times table check that they will sit in June. We appreciate your support with helping your children to learn all of the times table facts up to 12 x 12 as is the end of Y4 National Curriculum expectation.
- Children should also aim to complete at least one activity a week on Maths Shed (accessed via EdShed) which links with their prior learning in class. They will also receive points online for this and dojos in class.
- Our expectation is that children also complete their weekly spelling rule assignment each week via EdShed. We recommend spending 10 minutes each day learning spellings. They will receive points online for this and dojos in class

Y5

We feel that by Year 5, the children should be developing their independent working skills and where possible, they should aim to complete their homework unaided. Homework will consolidate the teaching from our lessons in school.

- We expect all children to read daily at home (at least once a week with an adult). Reading Records will be handed out next week and must come into school every day. The children will be rewarded with dojos for keeping their records up to date
- In school, we are using Accelerated Reader, which helps children choose appropriate books. They can use www.arbookfind.com to check their own books at home
- There will be a piece of maths or English homework set each week by your child's class teacher.
- Times Table Rock Stars (TTRS) is also used for children to practise their times tables

Y6

We feel that by Year 6, the children should be developing their independent working skills and where possible, they should aim to complete their homework unaided. Homework will consolidate the teaching from our lessons in school.

- We expect all children to read daily at home (at least once a week with an adult). Reading Records will be handed out next week and must come into school every day. The children will be rewarded with dojos for keeping their records up to date
- In school, we are using Accelerated Reader, which helps children choose appropriate books. They can use www.arbookfind.com to check their own books at home
- There will be a piece of maths homework set each week by your child's maths teacher. It will be sent out on a Monday and must be returned the following Monday
- There will also be a piece of English homework that will be sent on a Monday to be returned the following Monday.