

# Tas Valley Church Schools Federation

## Homework Policy



<b>Formally adopted by the Governing Board of:-</b>	<b>Tas Valley Federation</b>
<b>On:-</b>	
<b>Chair of Governors:-</b>	<b>Diane Perry-Yates</b>
<b>Last updated:-</b>	

## Homework Policy

<b>Name of school:</b>	Tas Valley Church Schools Federation
<b>Date of Policy:</b>	September 2024
<b>Date of Review:</b>	September 2027
<b>Members of staff Responsible:</b>	Senior Leadership Team

### 1. Aims

- 1.1 We believe that learning works best when there is a partnership between home and school and we aim to foster this through our Homework Policy.
- 1.2 We aim to enable children to achieve their potential, to gradually assume greater responsibility for their own learning and to develop independent study skills in preparation for their futures. We believe homework contributes to these aims.
- 1.3 We aim to enhance our classroom learning through homework tasks.
- 1.4 We aim to strike the right balance between work and leisure time and bear this in mind when homework tasks are set. To enable this, set homework on a regular basis and provide sufficient time and flexibility in terms of deadlines for completion.

### 2. Reading

- 2.1 Throughout their time at primary school, we ask that children read regularly at home and we promote the benefits of this both to children and to parents/carers.
- 2.2 For Early Reading and Phonics, we use the Little Wandle Letters and Sounds Scheme. In Reception and Year 1, children will bring home a book from this scheme. This is a book that they will have read in school beforehand and that is matched to their reading level and ability so that they can read it with a high level of accuracy. Little Wandle Reading Books must be brought to school every day as they will be used for Guided Reading within school. Children should share their book with parents/ carers on a daily basis, practise their reading skills and talk about the book. Reading diaries are filled in at home and school so that progress can be shared and to ensure that there is a regular dialogue between home and school.
- 2.3 In addition to this, children are provided with opportunities to choose a 'sharing book'. This is a book from outside the Little Wandle Scheme. Children can choose from a range of texts and genres, e.g. from the school library. The purpose of this free choice is to develop a love of reading through sharing a book with an adult. It is not intended that the child should be always be able to read their choice of book independently or with fluency.
- 2.4 In Year 2 and Key Stage Two, some children may continue to read within the Little Wandle Scheme while others from other appropriate materials. At this stage, children are encouraged to take increasing responsibility for their reading diaries at home and at school but we value any comments from parents.

2.5 We give guidance about how adults can engage with their children's reading in a range of different ways and show that this has a positive impact regardless of the age of the child or their level of reading. We emphasise the importance of encouraging reading for interest and pleasure as well as for accessing information and for the practice of skills. All children are encouraged to take home library books to share.

### **3. Homework Menus**

3.1 At the beginning of each project, parents/carers in all classes receive a 'Homework Menu' by email (Homework Menus are also available on the school website). In line with the projects, Homework Menus are issued termly half-termly at Preston and at Saxlingham.

3.2 Each menu provides approximately ten extended or open-ended tasks. These tasks link to a wide range of curriculum areas. Pupils are encouraged to select a small number of these tasks each term to complete on a flexible timescale. This approach promotes creativity and independent thought.

3.3 Children may be set tasks involving any aspect of the curriculum. Such tasks may take a variety of forms - practical, research based, written tasks etc.

3.4 Each teacher will communicate their own arrangements for submitting and sharing homework, but this is sometimes done towards the end of the project as a 'show and tell' activity. In this way, teachers are able to provide marking and feedback.

3.5 Paper copies of Homework Menus, or any other homework tasks, are always available on request. If children are not able to print a piece of work produced electronically at home, this can be e-mailed to the school office for printing.

### **4. Times Table Rockstars**

4.1 From Year 2 onwards, pupils are given access to a Times Table Rockstars account which they can access from home. Pupils are encouraged to complete activities within Times Table Rockstars to improve their recollection speed of multiplication facts.

4.2 As a result of their efforts, pupils can earn certificates within Celebration Assemblies and their achievements are publicised within the weekly bulletins.

### **5. Other Tasks**

5.1 Occasionally, teachers may choose to issue other 'one off' homework tasks to support or consolidate classroom learning. For example, such an approach may be applicable to Year 6 pupils as they prepare for their End of Key Stage 2 Assessments.

### **6. Guidance for adults at home**

6.1 Teachers will not rely unduly on children 'knowing what they are expected to do'. Tasks will include clear instructions and, if necessary, a model will be provided in order that parents feel full equipped to support their children.

6.2 Guidance will be given as to how long a child should be expected to work on a task.

## **7. Marking and Feedback**

7.1 Teachers should always acknowledge receipt of homework and provide feedback to children, and parents, about the work completed.

7.2 Teachers are encouraged to provide homework that does not require lengthy marking and feedback because excessive time spent on this compromises their ability to plan, mark and assess classwork.

7.3 Teaching assistants may be involved in the basic marking of homework.

## **8. Engaging in Homework**

8.1 There is an expectation that all children will engage in homework activities set by teachers. This forms part of the home/school agreement. We expect engagement from all children because homework tasks are purposeful and relevant to the curriculum and are set to reinforce and extend learning.

8.2 If, on individual occasions, homework is not completed and submitted as requested, children may be given a reminder or asked to submit it on a later date.

8.3 The benefits of homework do not outweigh the benefits of good home/school relations. Teachers recognise that there may be genuine reasons for homework not being completed and use their discretion in how they deal with cases on an individual basis. Teachers try to promote a positive view of homework and to find ways to encourage willing engagement.

8.4 In exceptional circumstances, e.g. pupils with SEND, it may not be appropriate for a pupil to complete a homework task. In such circumstances, the school will work with pupils and parents to agree what is appropriate for the child.

## **9. Home/School Partnership**

9.1 We strive to maintain an active dialogue between pupils, parents/carers and teachers, who are all key partners in children's learning and wellbeing.

9.2 We aim to provide opportunities for parents/carers to learn about their child's learning in order that they understand how their child is taught at schools and are able to support them at home.