



## **William Penn Homework Policy**

This policy document has been developed through consultation with pupils, staff, parents/carers and governors of William Penn.

### **The Purpose of Homework**

Learning at home is an essential part of good education. Regular homework is important as it gives pupils the opportunity to practise at home the tasks covered in class, and helps the pupils work towards improving important skills. It also helps children and young people to become confident and independent in their learning, which will help throughout their time at school and in adult life.

By setting regular homework for pupils, we aim to:

- develop an effective partnership between the school and parents/carers in pursuing the aims of the school and the development of their child
- consolidate and reinforce skills and understanding
- prepare for future learning
- extend school learning
- encourage pupils to develop the confidence and self discipline needed to study on their own in order to become successful lifelong learners.

### **The Effectiveness of Homework**

- Setting pupils high quality homework has the average impact of the equivalent of two months additional progress each year in primary schools. (The Sutton Trust and Education Endowment Foundation)
- The quality of tasks is more important than the quantity of work. The broader evidence base suggests that short focused activities which relate directly to what is being taught, and which are built upon in school, are likely to be more effective than regular daily homework.' (The Sutton Trust and Education Endowment Foundation)

### **Homework – Communication between Home and School**

In order for a homework task to be successful, all parties need to feel able to communicate effectively. Parents/carers as well as children are encouraged to ask for clarification from the class teacher if unsure of the nature of the task.

### **Welcome Meeting in September**

This meeting provides an opportunity to refresh expectations regarding homework and to ask specific questions regarding routines.

### **Home School Contact Books**

These books act as a link between home and school for questions regarding homework. In many cases, homework tasks will be recorded in these books, although this will vary depending on the age of the children and the nature of the task. In such cases, instructions will be given in line with the established class routine.

## **Setting the Task**

Clear instructions with examples, where appropriate, will be given for each homework activity and a learning objective so the purpose of the task is clear.

## **Computing**

The children have the opportunity to use IT at home on a variety of tasks and practise key mathematics skills using the online 'My Maths' program. This encourages children to extend their learning at home.

## **Homework Organisation**

The nature of tasks given for homework will vary according to the purpose identified (see list above).

Some tasks will be designed to reinforce learning that has taken place in class and some will prepare for work to come. Open ended tasks can be accessed by pupils at a range of levels according to their knowledge and understanding.

Some homework is differentiated specifically to cater for individual children's needs.

For children in the Foundation Stage and Key Stage 1 (Cadbury and Fox), an emphasis of homework is developing a partnership with parents/carers and involving them actively in their child's learning. The homework at this stage will mainly consist of short activities of different kinds such as simple games, learning spellings, reading together and number facts (supported with the Numicon mathematics kit available at the start of the Reception year). This provides a very important opportunity for young children to talk about what they are learning to an interested adult, and to practise key skills in a supportive environment.

As children get older, homework provides an opportunity for them to develop the skills of independent learning, and this should increasingly become its main purpose. It is important that children should gradually get into the habit of regularly devoting periods of time, which may not be long, to study on their own. By the time children reach Year 5 and 6 their homework routine will cover a wide range of tasks and curriculum content. This will ensure that, in relation to homework their transition to Year 7/secondary school is as smooth as possible.

For all children, the main focus of homework will be on English and mathematics. Science and other subjects will be included as children move up the school, without losing the focus on English and mathematics.

In order to establish a clear and consistent routine for pupils and parents/carers, we set homework for different subjects on specific evenings. Each piece of homework is due to be returned to school approximately a week after being set. This gives the pupils flexibility to complete homework as part of a family routine.

Homework Timetable - Subjects Days					
Class	Monday	Tuesday	Wednesday	Thursday	Friday
Cadbury	Daily practice of phonic skills, reading skills and high frequency word recognition as well as spelling and number bonds.				Spelling (as appropriate)
Fox	Spelling Mathematics(Y2)	Daily practice of reading skills and spelling and number skills including multiplication tables.			Topic (occasional)
Fry	Spelling (alternate weeks)		English/ Topic		Mathematics
Bell Burnell	Mathematics Mental Maths Spelling		English Topic/Science (on alternate weeks)		

At William Penn, we realise that some pupils need a break from routine in the holidays. As such, we do not set homework as in term time. We may, however, set an optional task for those children who wish to complete it whilst away from school.

Homework will be recorded in a variety of formats depending on the nature of the task. However, pupils in Fry and Bell Burnell will have a Mathematics Homework exercise book and an English/Topic Homework exercise book plus a Spelling Book.

### Time Allocation

As a school, we recognise that it is very difficult to prescribe the amount of time that should be spent on homework. This is due to the needs and abilities of the individual as well as external factors such as the nature of the homework environment. However, for many parents/carers, it is useful to have a guide in terms of time to be spent. These should be interpreted in the context of each child/family situation. The Department for Education prior to 2012 gave the following recommendations which should be used as an approximate guide.

DfE Pre-2012 Recommended Time Allocation for Homework	
Years 1 and 2	1 hour / week
Years 3 & 4	1.5 hours / week
Years 5 and 6	30 minutes a day

At William Penn, children in the Foundation Stage will be encouraged to undertake short daily practice tasks (5-10 minutes) to develop key phonic skills, reading skills and high frequency word recognition.

### Expectations

Our expectation is that the work children do at home is of the same standard as they produce in school. For example, work should be neatly presented. All work must be dated.

If any child does not understand a task, parents/carers should encourage their child to ask their teacher for further guidance.

The school encourages children to view homework as a positive learning experience. Opportunities will be made in class and through assemblies to discuss homework and what to do if pupils have any concerns. Homework routines will be fully discussed with pupils, so that all parties work to make the experience effective and meaningful.

### **Role of Parents/Carers**

Wherever possible, parents/carers should support their child with homework by providing a reasonably peaceful, suitable place in which they can do it. Often, particularly with younger children, parents/carers will need to work with their child. Parents/carers should make it clear to pupils that they value homework, and support the school in explaining how it can help their learning.

If a child has difficulty in completing a homework task, parents/carers should not insist that a child carry on, and on no account if distressed. Parents/carers should then communicate with the classteacher so that any issues can be explored and resolved. In this way the pupil will receive the support needed. We use a system of red, yellow and green dots in school for children to self-assess their understanding and performance in a task. Older children may annotate their work to self-assess. It would be appreciated if parents could encourage children to use these systems for homework tasks too.

Red dot = found the task difficult and lacks confidence in own understanding

Yellow dot = satisfactory understanding and performance in task

Green dot = confident in understanding and achievement

Parents/carers should feel able to comment on homework tasks, preferably via the Home Contact Book, to give information such as time taken and amount of adult input.

If, for any reason, completion of homework becomes an issue, classteachers will explore reasons for this with parents/carers. This is because the school recognises that many external factors can affect the homework routine.

### **Marking Homework**

As homework is set in different formats and for different purposes, it may be marked or used in school in a variety of ways. Homework that is formally marked will be done so in accordance with the school Marking Policy. All homework will be used purposefully and this is explained to the pupils and parents.

Discussed at parents meeting with input from them and children

Signed:

Dated:

Next Review: Autumn 2022