



# Hyde Park Schools

# Homework Policy

## Policy History

Policy Version	Change Author	Governor Adoption Date	Next Review Date
1	MD, YJ	January 2023	January 2024

## **Rationale**

Hyde Park Schools believe that education is a life-long process, and that homework is an essential part of pupils' learning. In line with National Curriculum requirements, homework is set, and children are encouraged to, and expected to establish good homework habits from the beginning of their school life.

A child's education does not cease when he /she leaves our school premises and learning at home is an essential part of good education. Learning outside of school is an important part of a child's education.

Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons.

- Homework is set regularly as a means of reinforcing and extending learning.
- Homework is adapted to meet the needs of individual pupils.
- Homework should be understood by pupils and parents, and not be seen as an onerous task.

## **Definition**

Homework is defined as work set by the teacher to be done at home, either by the child alone or with the support of an older sibling, parent or carer. The main focus of homework will be English and Mathematics, with occasional tasks to extend and enhance learning across the curriculum.

### **Homework will involve some or all of the following activities:**

- Reading: independent, shared or paired reading, with possible activities to reinforce comprehension and understanding of texts as children progress through school.
- Spellings and vocabulary extension: learning sounds and spellings; activities to apply spelling rules and patterns to extended tasks.
- Research into an aspect of the curriculum as preparation for, extension to, consolidation of or follow up to work carried out in class.
- Learning number facts and practice of calculation, including problem solving (multiplication tables, number bonds, etc..).
- Written assignments in English and Maths.
- Handwriting
- Other tasks to extend work done in class, including topic-based work.

**The nature, type and amount of homework will vary according to the age and ability of the pupil.**

## **Entitlement**

All children are entitled to have homework set by their teacher which is matched to their ability and needs. Parents are entitled to share in the learning of their child.

### **Through the provision of a variety of activities and approaches to homework we aim to:**

- raise standards in all curriculum areas but particularly basic skills in Maths and English
- create a sound partnership between parents and teachers with regard to children's learning
- consolidate/reinforce pupils' skills, knowledge and understanding of work covered in class
- improve pupils' attitudes to learning and independent learning skill

## Intent

We see the purpose of homework as being to:

- Develop an effective partnership between school and parents for each child's education, as children achieve more when teachers and parents work together.
- Consolidate and reinforce skills and understanding, utilising the Education Endowment Fund's research that shows regular targeted homework adds value to primary children's education.
- Extend school learning.
- Develop confidence, independence and the self-discipline needed for personal study in preparation for secondary school and beyond.
- Provide opportunities for parents and children to work together to enjoy learning experiences.

From the Early Years, simple games, learning spellings, and reading with parents provides valuable opportunities for the practice/reinforcement of key skills in a supportive environment. As children get older, they need to develop the habit of regularly devoting short periods of time to personal study. All children are expected to take part in a variety of homework tasks to enhance and support their work in class.

This homework policy is designed:

- To ensure consistency of approach throughout the school
- To ensure progression towards independence and individual responsibility
- To ensure parents/carers have a clear understanding about expectations for themselves and the pupils.

The emphasis of homework activities is on the development of skills across all subjects taught. From time to time children will have work related to specific subjects to further their understanding of concepts taught. Activities are assigned based on teachers' expectations and content being delivered. **Regular reading is vital and an expectation of the school.**

## Impact

From our pupils completing regular homework it is intended that:

- Teachers have more evidence of independent work and how well content has been embedded in understanding outside of the lesson.
- Parents feel more involved in the learning process.
- Over time pupils develop skills of independent learning and organisation.
- Pupils develop a more secure grasp of the content taught in class.

**Implementation**

Homework	EYFS	KS1	KS2
<b>Reading</b>	Daily phonics reading in accordance with the books brought home as part of the RWI programme.	Children’s phonic and reading books should be read each day with pupils and returned to school daily. Reading done at home should be recorded in pupils’ reading logs, which should be kept in pupils’ bags. Reading for pleasure books can be shared with pupils for additional support. Comprehension will be a focus and children will be provided with bookmarks which support the development of comprehension in an age-appropriate manner at home.	Children are expected to read an average of 20 minutes per day.  Children should read a minimum of three times per week to support their development of reading fluency and expression. For some children this will be with an adult, and for more independent readers this should be checked by an adult. All reading undertaken at home should be logged on the reading app (BoomReader). Both adults and pupils can access this app and it can also be accessed at school during soft start sessions. All pupils should complete an ‘Accelerated Reader’ quiz after reading each assigned book.
<b>English</b>	IXL activities Handwriting Spellings	IXL activities- work will be automatically marked for pupils and teachers will check both pupil engagement and performance each week. <b>Spellings</b> Spellings will be in line with the weekly taught spelling pattern. The pattern will be set from the relevant section of ‘Spelling Frame’. Pupils will have the expectation to learn spellings using the activities on Spelling Frame. <b>Handwriting</b> Pupils may have handwriting practice activities sent home to help the development of their writing.	
<b>Maths</b>	IXL Activities Other Activities given by teachers	Weekly IXL activities. Work will be automatically marked for pupils and teachers will check both pupil engagement and performance each week.	

	Times Tables Rock Stars should be practised regularly, but at least once per week. Teachers will check pupil engagement and performance each week.					
		In Year 1, children will start to learn their 2s, 5s and 10s, exploring relationships between these numbers.	In Year 2, children will move on to learning 3s, 4s and 6s exploring relationships between these numbers.	In Year 3, children will move on to their 7s, 8s, 9s and 11 times tables.	By the end of Year 4, children are expected to know all of their times tables up to 12x12.	In Years 5 and 6, children will apply their times table knowledge to related division facts and inverses, whilst working on any gaps from previous years.
<b>Rewards and support</b>	<p>Praise from both teachers and parents / Carers</p> <p>Children will be rewarded in class with Alliance points for their efforts.</p> <p>Pupils will have the opportunity to complete their homework during lunchtime.</p>					

## Expectations and guidance

Homework engagement and attainment will be monitored weekly by class teachers, and discussed in year team planning meetings.

If engagement is too low, in the first instance class teachers will make contact with parents or guardians. Should the following week show no improvement, the team leader will make contact with parents or guardians. Should there be no improvement, the Head of School will then make contact with parents of guardians.