



Nurture **Inspire** Flourish Believe

Homework policy

"The broader evidence base suggests that short focused tasks or 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 (EEF)

Spring 2024

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Statement of Intent

Parkroyal Community School is a vibrant, enthusiastic, forward thinking and safe learning environment in which pupils are given every opportunity to complete a fulfilling education.

We believe that homework plays an important part in education and the benefit of doing homework must be instilled at an early age so that independent study can be achieved.

We are also aware that pupils have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We will give careful consideration to ensuring homework is well-balanced across the school.

This Homework Policy was developed in consultation with staff members, parents and pupils, and with the full agreement of the governing board.

Aims

This policy aims to:

- Develop a consistent approach to homework throughout the school.
- Make sure that teaching staff, parents and pupils are aware of their responsibilities with regards to homework.
- Ensure that parents understand what is expected of their child.
- Encourage pupils to develop responsibility and self-discipline required for independent study.
- Embed knowledge and support pupils' learning experiences via revision and reinforcement.
- Work with parents and involve them in their child's learning, and to keep them informed about the work their child is undertaking.
- Use homework as a tool for raising standards of attainment.
- Extend learning beyond the classroom.
- Give pupils further practice and a deeper understanding of skills, knowledge and concepts learned during the school day.

1. Why Give Homework?

Extensive research has been conducted into the value and relevance of homework. At Parkroyal we believe that homework is important as it reinforces and extends the teaching and learning that occurs during the school day. Homework encourages parental involvement in children's learning and helps to develop independence.

We are also aware that children have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We will give careful consideration to making homework well-balanced across the school.

2. Our approach to homework

The school understands that setting, marking and providing feedback on homework is a large contributor to the workload of teachers; therefore, the senior leadership team and teachers ensure that homework only takes place to positively impact pupils' progress.

Teachers ask themselves 'why am I setting this homework?' and 'how will this homework be useful to the pupil?'. If the answers to these questions do not reflect a positive impact on pupils' learning, teachers use their professional judgement and decide whether the homework is necessary.

Where homework is uploaded to an online platform where pupils and parents can view homework tasks - reducing printing costs and the number of lost homework sheets.

We aim to:

- ensure there is a consistent approach across the school;
- further stimulate enthusiasm for learning;
- develop pupils' confidence, organisation and the self-discipline required to study independently and away from school;
- extend skills learned in school, particularly in literacy and numeracy;
- continue to extend our partnership with parents, inviting them to be actively involved in children's learning;

- prepare older children for the differing challenges and expectations of secondary education and
- inform parents about work going on in class.

“The quality of the task set appears to be more important than the quantity of work required from the pupil.” Education Endowment Foundation.

3. Expectations and Routines

This grid is an overview of the coverage of homework across all year groups.

Reception and Year 1

| <u>Year Group</u> | <u>Reading</u> | <u>English</u> | <u>Maths</u> | <u>Foundation subjects</u> | <u>Times tables expectation</u> |
|-------------------|------------------|-------------------|--------------------------------|---------------------------------------|---|
| <u>Reception</u> | 10 mins Daily | Phonics weekly | Optional Challenge Cards | 6 Ways to be Smart Twice a year | N/A |
| <u>Year 1</u> | 10 mins Daily | Phonics weekly | Optional Challenge Cards | 6 Ways to be Smart Twice a year | Count in multiples of 2,5 and 10. Recall and use doubles of all numbers to 10 and corresponding halves. |

Homework for our Reception and Year 1 pupil is completed on paper and stored in a folder or book. This supports the early development of our younger pupils.

Years 2-6

| <u>Year Group</u> | <u>Reading</u> | <u>Google Classroom</u> | <u>Maths</u> | <u>Foundation subjects</u> | <u>Times tables expectation</u> |
|-------------------|---------------------|--------------------------------------|-------------------------|---------------------------------------|---|
| <u>Year 2</u> | 15-20 mins Daily | A weekly English or Maths task | TimesTable Rockstars | 6 Ways to be Smart Twice a year | Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables. |
| <u>Year 3</u> | 15-20 mins Daily | A weekly English or Maths task | TimesTable Rockstars | 6 Ways to be Smart Twice a year | Recall and use multiplication and division facts for the 3, 4 and 8 |

| | | | | | |
|---------------|---------------------|--------------------------------|----------------------|------------------------------------|---|
| | | | | | multiplication tables. |
| <u>Year 4</u> | 15-20 mins Daily | A weekly English or Maths task | TimesTable Rockstars | 6 Ways to be Smart Twice a year | Recall multiplication and division facts for multiplication tables up to 12 x 12. |
| <u>Year 5</u> | 20 mins Daily | A weekly English or Maths task | TimesTable Rockstars | 6 Ways to be Smart Twice a year | Revision of all times tables and division facts up to 12 x 12. |
| <u>Year 6</u> | 20 mins Daily | A weekly English or Maths task | TimesTable Rockstars | 6 Ways to be Smart Twice a year | Revision of all times tables and division facts up to 12 x 12. |

In addition, Years 2 and 6 may send extra homework during SATs preparation.

Children who access specific interventions at school may be given tasks to help consolidate their learning.

The weekly English or maths homework tasks for Years 2-6 are set and completed on the virtual platform of Google Classroom. On occasions the task may be replaced by a foundation subject task. This will be clearly explained to the pupils; outlining the purpose of the task given.

All pupils have access to the homework via their class page. Where completion online is not possible, paper copies of the homework may be provided.

4. Six Ways to be Smart

Twice a year, all children will be expected and encouraged to complete a project-based task appropriate to their topics and age. This will be completed at home and will encourage pupils to work collaboratively with their families. Completed work will be brought into school and will be shared, praised and displayed in a range of different ways.

A set of tasks linked to a range of subject areas will be planned for, encouraging links to be made between different areas of pupils' learning. The children can

choose to complete and submit whichever task they would like from the list of tasks set.

Six Ways to be Smart homework is intended to enhance independence, learning skills and opportunities to learn with family members, as well as encourage pupils to take ownership of their learning. *Six Ways to be Smart* tasks will be placed on the school website and on Google Classroom with the relevant year groups.

5. Parents can expect:

- Age and ability-appropriate learning opportunities which build-on or reinforce class learning.
- Sufficient time for their child to complete each homework task.
- Staff to acknowledge and celebrate the work.
- Staff to arrange opportunities for children to share and discuss their *Six Ways to be Smart* homework with their peers
- Staff to provide pupils with an explanation of homework tasks; ensuring that pupils understand what they have to do
- Staff to communicate with parents if there is a problem regarding homework or if a discussion is required

6. The role of our pupils

The role of pupils:

- Take responsibility for their own learning and submit completed work in a timely manner.
- Have a positive approach towards homework.
- Put the same effort into homework as would be expected of class work.
- Make sure they understand the tasks that have been set and seek clarification if required.
- Ensure that they have everything they need to complete homework.
- Take pride in the presentation and content of their homework and perform to a high personal standard.

7. The role of parents/guardians

The role of parents/guardians:

- Support and encourage their child with regards to completing homework.

- Become involved in their child's homework and encourage their child to have a positive attitude towards it.
- Make sure that their child completes homework to a high standard and on time.
- Provide suitable conditions and resources for their child to complete homework.
- Praise their child and celebrate achievements with regards to their homework.
- Inform teachers of any issues that may arise and co-operate with the school to find a solution.
- Keep the school informed of any change in circumstances which may affect their child's learning and ability to complete homework effectively.
- Encourage their child to discuss homework and feedback from teachers.

8. Support

- Most children have access to the internet, and there are many excellent learning sites. They use many of these at school, and there are links to these on the school website.
- If you need support in accessing the internet to complete homework tasks, please see your child's teacher who will be happy to help.
- The school recognises that pupils with special educational needs and disabilities (SEND) may require that specific tasks be set in the form of Individual Education Plans.
- While pupils with SEND may benefit from special tasks separate from the homework received from other pupils, it is important that they also do as much in common with other pupils.
- A balanced amount of the right type of homework will be set for pupils with SEND, in consultation with the parents and send coordinator.

9. Absences

- If a pupil is absent from school due to illness or medical reasons, the school will not supply work for these periods - pupils should be well enough to undertake any work supplied.
- There may be exceptions and the classroom teacher will decide whether homework should be set on a case-by-case basis.
- If a pupil is absent for a long period of time, e.g. with a broken arm, the teacher and the parents of the pupil will agree on what should be done and how much help should be provided.

10. Pupils who fail to complete homework

- All pupils are expected to complete homework on time.
- Teachers keep records of pupils completing homework which are regularly checked.
- Teachers will contact parents where a child regularly does not complete homework to discuss the reasons why and establish how this can be improved.

11. Equal Opportunities

At Parkroyal, governors and staff members are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity and social, cultural or religious background. All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability.

12. Monitoring and review

- This policy is reviewed annually by the headteacher/homework lead.
- The scheduled review date for this policy is date Spring term 2025.