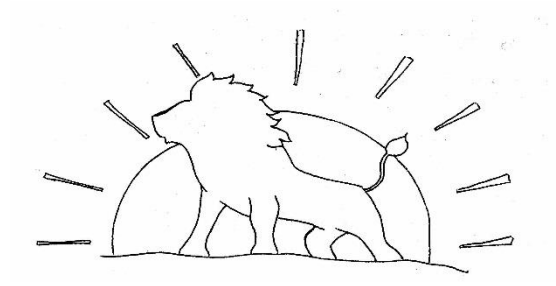


Homework Policy

Northwick Park MAT



Northwick Park Primary and Nursery

We Take Pride



...working together

Approved by: LGBs

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1. Rationale

At Northwick Park Multi Academy Trust (MAT), we define homework as any activity that pupils undertake outside of school lesson time, either on their own or with the support of family members. Across The MAT, we have a strong commitment to parental involvement and see homework as one way of developing this partnership.

Homework at our school

Whilst we support all of the above key principles, the MAT is not an academy at which homework dominates home and school life. We accept that not every activity will capture children and parents' imagination and that weekends can sometimes be busy. We also appreciate that children gain valuable experience and life skills through clubs, activities and family outings. We believe that homework should be enjoyable and manageable for all concerned and that if it becomes a chore, burden or source of conflict it ceases to be a constructive aspect of teaching and learning.

We do not specify amounts of time that must be spent on a task, preferring individual children and families to set their own routines.

We hope the children will be motivated by rewards given and by the tasks themselves, children will not be punished if they fail to complete the work, however, discreet homework registers are kept and if a child consistently fails to complete tasks, this will be discussed with the child and parent/carer.

2. Objectives

Through this policy we aim to:

- Ensure that parents/carers are clear about what their child is expected to do.
- Ensure consistency of approach throughout the school.

- Use homework as a tool to help continue to raise standards of attainment.
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
- Provide opportunities for parents/carers, children and the school to work together in partnership in relation to children's learning.
- Encourage pupils and their parents/carers to share and enjoy learning experiences.
- Reinforce work covered in class by providing further opportunities for individual learning.
- To practise or consolidate basic skills and knowledge, especially in Numeracy and English.
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently.
- To prepare Year 6 pupils for the transfer to secondary school.

The Nature of Homework

It should be noted that homework can be set in many different forms with many different expectations and outcomes. It is important to remember that when expecting and setting homework there are a number of points to consider:

- The nature and type of homework will change throughout a pupil's school career.
- Amount and frequency of homework should increase as a pupil gets older but this may also vary through the school year and be appropriate to the ability of the child.
- Homework should not cause undue stress on the pupil, family or the teacher.
- It will not necessarily come in the form of a written task.
- Homework should be set regularly from the Foundation Stage to Year 6.

3. Homework Expectations

All children will be given age appropriate homework to complete. Children should maintain the same standards of presentation in homework as we expect in school. Children should read at home at least three times each week.

Homework Club

Homework Club runs after school throughout the year. Different year groups are allocated different days, the day for each year group is shared on year group letters. A member of staff is always available to support pupils with reading, handwriting, spelling and maths.

Listed below are a number of examples of tasks and activities that might be given as homework. This is by no means an exhaustive list and is open to constant change, although many of these tasks and activities will be given on a regular basis. Homework activities will change to meet the needs of the pupils involved and

activities that may be going on in class. All homework tasks will have a clear purpose and help pupils in the process of their academic development.

Reception

Homework will start the second half of the autumn term once the children have settled. They will be given homework each week related to their current learning. Children will be expected to read at home with a parent or carer. In the early stages of Reception, children will bring home story books for their parents/carers to read to them. Children will then progress to early reading books and will bring home activities and games based on developing early phonics and number recognition/number bonds skills.

Year 1 to 6

Children will be expected to complete one piece of creative topic based homework each half term. They will be provided with a list of possibilities although this is open to the children's creativity and ideas. Activities could include writing, drawing, computer based work, cooking or model making.

Every child in Year 1 to 5 will bring home homework and have activities set on Purple Mash. Children from Year 3 to Year 6 should also develop their understanding of times tables and division facts through 'Times Table Rock Stars'.

In English, children are expected to read at least three times per week at home and will bring home spellings to learn prior to weekly spelling tests. Children also have access to our online spelling resource 'Spelling Shed'.

Reception	Year 1	Year 2
Reading 3 times a week (Initially bringing home books to share then moving to early readers)	Reading 3 times a week	Reading 3 times a week
High frequency words	Weekly spellings (including on Spelling Shed)	Weekly spellings (including on Spelling Shed)
Phonics and maths games	One piece of topic based homework each half term	One piece of topic based homework each half term
	English and maths homework.	English and maths homework.

Year 3	Year 4	Year 5	Year 6
Reading 3 times a week	Reading 3 times a week	Reading 3 times a week	Reading 3 times a week
Weekly spellings	Weekly spellings	Weekly spellings	Weekly spellings

(including on Spelling Shed)	(including on Spelling Shed)	(including on Spelling Shed)	(including on Spelling Shed)
One piece of topic based homework each half term	One piece of topic based homework each half term	One piece of topic based homework each half term	Formal English and mathematics tasks each week in preparation for end of year expectations and secondary school.
English and maths homework.	English and maths homework.	English and maths homework.	
Times Tables Rock Stars or other times tables practise.	Times Tables Rock Stars or other times tables practise.	Times Tables Rock Stars or other times tables practise.	Times Tables Rock Stars or other times tables practise.

4. Role of the Class Teacher

The role of the Class Teacher is to:

- Provide an explanation of homework tasks to children and, when necessary, parents/carers and give guidance of how they might assist their child. This may be done by a note with the work, at a pre-school parents/carers meeting or at an open evening if possible.
- Set up regular homework in an easily followed routine.
- Ensure that homework is set consistently across classes in the year group.
- Set homework that takes equal and racial opportunities into account.
- Ensure any homework is purposeful and links directly to the curriculum being taught.
- Reward and praise children who regularly complete homework tasks.
- Mark homework appropriately, when necessary and give feedback to pupils.

N.B. Whilst there is a legal responsibility for a school to set homework on a regular basis, the school cannot enforce the completion of homework and therefore, will not punish children for failing to complete some, or all of their homework.

Homework should never be too challenging or create stress within a pupil's family.

5. Role of the Headteacher and Governing Body

- To check compliance of the Policy.
- To meet and talk with parents/carers when appropriate e.g. new intake meetings.

- To discuss with staff how far the policy is being successfully implemented.

6. Role of Parents/Carers

- To support the school by ensuring that their child attempts the homework.
- To encourage and praise their child when they have completed their homework.
- To become actively involved and support their child with homework activities.
- To make it clear that they value homework and they support the school by explaining how it can help learning.

Across the MAT, we are very keen for parents/carers to support and help their children with homework. We take the view that children are likely to get more out of an activity if parents/carers get involved as long as they do not take over too much. However, there are times when we will want to see what children can do on their own. It is particularly important, as they get older, for children to become increasingly independent in their learning. If a parent/carer is unsure about what their role should be, they should discuss it with their child's teacher.

7. Racial Equality and Equal Opportunities

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individual pupils. The MAT is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.

8. General

- Wherever possible, staff should try to give feedback on work that is returned by pupils. This will help to give the whole process of setting and completing homework a higher profile and status. It will also send out the message that homework is an important and valued aspect of school life. Feedback may be given in a variety of forms, some of which will not be written. Feedback may be given to individual pupils, or to groups of pupils. It is sometimes appropriate to mark homework with pupils to ensure understanding or clarify misconceptions. Teachers will use their judgement.
- If children are absent due to illness, we will not send homework home. We would assume that the child would be too ill to work.
- If a child is absent for a length of time e.g. with a broken leg, the teacher and the parent/carer will agree what homework should be done, how it should be marked and what sort of help needs to be given. In such circumstances the teacher should consult the Head Teacher first.
- It is not possible to give homework when parents/carers take children out of school for other reasons.
- Parents/Carers who have queries about homework should not hesitate to make an appointment to see their child's class teacher.

9. Monitoring and review

The LGBs have overall responsibility for the implementation and monitoring of the homework policy.

10. Links to other Policies

- Equal opportunities
- Racial equality
- Curriculum

