



Homework Policy

Our Ambition: To be the highest performing MAT in the country

Our Mission: To improve the communities we serve for the better

Written by	The Principals' Review Committee
Date for Review	November 2021
Approving Body	The Strategic Development Committee
Signed Chair of Trustees	

Vision:

*Challenging educational orthodoxies so that every child makes good progress in core subjects;
all teachers are committed to personal improvement and fulfil their responsibilities;
all children receive a broad and balanced curriculum; all academies strive to be outstanding.*

This policy is aligned to the vision, aims and values of The Forge Trust.

<https://theforgetrust.co.uk/about-us/aims-and-ethos/>

This policy complies with the Teachers' Standards

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils;
2. Promote good progress and outcomes by pupils;
3. Adapt teaching to respond to the strengths and needs of all pupils;
4. Manage behaviour effectively to ensure a good and safe learning environment.

Aims

- Ensure that parents are clear about what their child is expected to do;
- Ensure consistency of approach throughout the academy;
- Use homework as a tool to help continue to raise standards of attainment;
- Improve the quality of the learning experience offered to pupils and extend it beyond the classroom environment;
- Provide opportunities for parents, children and the academy to work together in partnership in relation to children's learning;
- Encourage pupils and their parents 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;
- 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:

1. Amount and frequency of homework increases as a pupil gets older but this may also vary through the school year and will be appropriate to the ability of the child.
2. Homework should not cause undue stress on the pupil or their family and should be manageable for the teacher.
3. It will not necessarily come in the form of a written task.
4. Homework should be set regularly from the Foundation Stage to Year 6.

The Importance of Homework

- It helps to raise children's academic achievement;
- It consolidates and extends the work they have done in school;
- It helps to inform parents about their child's school work and provides them with the opportunity to support this work;
- It is a valuable life skill and develops good work habits for secondary school and future employment.

Recommended Time Allocation

Homework should never be too onerous nor should it ever create stress within the pupil's family. If parents have any concerns, they should not hesitate to contact the academy. Normally, more than one day will be allowed for the completion of a homework task, except where daily practice is to be encouraged e.g. reading, spelling and times tables.

What sort of activities should children be doing?

Our homework activities are related to the work children are doing at school but will not always be written work. For young children it will usually be:

- Reading with parents or carers on a daily basis;
- Learning letters and sounds;
- Games or activities to develop their English and maths understanding;
- Practising number skills, including mental recall and arithmetic.

For older children, homework may also include:

- Reading on a daily basis;
- Completing English or maths activities;
- Finding out information – research;
- Solving problems.

Year Group Expectations

Year 3 and 4 Pupils

- A daily reading session with a parent/carer for 10 minutes;
- Learning spellings from the year 3/4 National Curriculum word list using resources in their spelling folder;
- Practising their times tables at a minimum of three times a week;
- On a weekly basis, completing a maths activity sheet to embed skills learned in class that week, and/or a comprehension task.

Year 5 and 6 Pupils

- A daily reading session of 20 minutes – children are expected to be responsible for completing their reading diary entries which will be checked on a daily basis;
- Learning spellings from the year 5/6 National Curriculum word list using resources in their spelling folder;
- Practising their times tables at a minimum of three times a week;
- On a weekly basis, completing a maths activity, a grammar/punctuation task, and a comprehension task to embed skills learned in class that week.

*All children are provided with a spelling folder to support them with their home learning. These folders include resources for children to use to practise their spellings at home (whiteboard, pen and word mats), as well as a booklet containing spelling strategies and the National Curriculum word lists.

Project Linked to a Broad and Balanced Curriculum (optional)

In addition to the daily and weekly expectations for homework, children may be set projects linked to the wider curriculum. These are at the discretion of the individual academy and Principal.

The Role of Subject and Phase Leaders

- To ensure that parents and carers are clear about expectations and how they can help their child with homework;
- To provide clear information to parents about how best to support their child in a given subject (for example ensuring parents are aware of strategies to support reading).

Role of the Class Teacher

- To provide an explanation of homework tasks to children and, when necessary, parents 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 meeting or at an open evening if possible;
- To hand out homework regularly so it becomes a familiar routine for the children;
- To ensure that homework is set consistently across classes in the year group;

- To set homework that takes equal opportunities into account, and that is consistent with the abilities of the child;
- To ensure any homework is purposeful and links directly to the curriculum being taught;
- To reward and praise children who regularly complete homework tasks;
- To mark homework appropriately, when necessary and give feedback to pupils;
- To offer pupils from their year group an opportunity to complete some of their homework during a lunchtime (once per week).

Expectations

All children are expected to attempt homework where reasonably possible. Rewards will be given to those children who consistently complete their homework. Possible sanctions for repeatedly not handing in work will vary depending on the personal circumstances of the child and the age of the child. **All trust schools provide a weekly homework club where children can seek help to complete their homework.**

It may include contacting parents or guardians or completing homework during break times. The overall aim is for children to take ownership of their homework to develop their learning.

Role of Parents/Carers

- To support the school by ensuring that their child attempts the homework;
- To provide a suitable place for their child to carry out their homework;
- To encourage and praise their child when they have completed their homework;
- To become actively involved and support their child with homework activities.

At The Forge Trust we are very keen for parents 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 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 is unsure about what their role should be, they should discuss it with their child's teacher or member of the leadership team.

Racial Equality & Equal Opportunities

All children have equal access and inclusive rights to the curriculum regardless of gender, race, religion or ability. We plan work that is differentiated for the performance of all groups and individuals. We will also set homework that is sensitive to the needs of the communities we serve. All schools in The Forge Trust are committed to creating

a positive climate that will enable everyone to work free from intimidation and harassment and to achieve their full potential.

General

- Wherever possible, staff should give feedback on homework 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. Marking homework is a way of keeping track of who has completed their homework, and giving them feedback on how well they have met the objectives of the work. However, feedback may be done in a variety of forms, some of which will not be written. This may be given to individual pupils, or to groups of pupils. Sometimes homework will be marked by the children under instruction from the class teacher or teaching assistant;
- If children are absent due to illness, we will not send homework home (unless it is requested by the child/adult);
- If a child is absent for a length of time e.g. with a broken leg, the teacher and the parent will agree what is best for them;
- It is not possible to give homework when parents take holidays in term time. However, work should be sent with the child and be completed during this period;
- Parents/Carers who have queries about homework should not hesitate to make an appointment to see their child's class teacher.