

RYHALL CE ACADEMY



HOMEWORK POLICY

Formulation date: October 2014

Responsibility: Headteacher

Reviewed: October 2015

Next Review Date: October 2016

Associated Documentation:

- Home-School Agreement
- Marking and Assessment policy

Ethos Statement

- We will provide the very best education to ensure happiness and achievement for all; aiming for excellence in teaching and learning in order to achieve outstanding learning outcomes. We will celebrate success at every part of the learning journey, individually and collectively.
- We will work in partnership with parents, carers, schools, the church and other organisations to enable our pupils to become confident, responsible and lifelong learners, within their local environment, nationally and globally.
- We will continuously work towards keeping children safe by encouraging them to communicate effectively and through personal development, behaviour and welfare. We aim to prepare children for the excitement and challenges of the 21st Century.
- We are committed to the development of each individual child through a strong Christian ethos which encourages:
 - **endurance,**
 - **compassion,**
 - **friendship,**
 - **trust and**
 - **respect**

all within the context of Christian belief and practice. We aim for children to:
'Look back with pride and move forward with confidence.'

At Ryhall School we recognise that well organised and appropriate homework plays an important role in supporting teaching and learning. However, we would not wish that any homework activity would detract from the range of pursuits enjoyed by children outside of school, e.g. participation in team games, learning a musical instrument or membership of a club etc. We also recognise the great value of play in the home environment.

Why is homework important?

We think homework can be important for the following reasons:

- A child can practise a skill learned in the classroom in the home environment.
- It helps pupils to begin to develop the skills of independent learning. Independent working encourages responsibility and innovation.
- It gives the child experience of being responsible for organising a period of time for work without the guidance of the teacher.
- It creates the chance for parents to see the kind of work the child is currently doing in school. It is an opportunity for parents to talk to children about what they are learning in school. Parents are involved and support their child's learning.
- It can extend the link between home and school.

- Children can be given helpful feedback on what they have achieved and how to develop their skills further.
- It sets a pattern of personal responsibility and discipline which will be continued into Key Stage 3 (at secondary school).

In adopting this Homework Policy we aim to:

- Ensure consistency of approach throughout the school
- Ensure the needs of the individual children are taken into account
- Ensure that parents/carers have a clear understanding about expectations
- Extend and support the learning experiences offered to children
- Provide opportunities for parents and children to work together to enjoy learning experiences
- Encourage children to use materials and other sources of information that are not always available in the classroom
- Ensure progression towards independence and individual responsibility.

Homework at Ryhall CE Academy

There are four main types of homework here at Ryhall CE Academy. The table below shows the type and frequency:

Type	When given	Duration	Frequency
Show What You Know	Monday	1 week to complete	Fortnightly
Spellings	Friday (KS2) Thursday (KS1)	5 days to complete in preparation for Thursday/Friday spellings test	Weekly
Times Tables	Friday (KS2) Thursday (KS1)	1 week – times tables tests on Friday	Weekly
Reading	Reading journals checked at least once per week	Daily	Daily

The amount of time and expectations around homework are clearly different depending on the age of the child.

Note that in Reception class the children will not be given Times Tables homework and Spelling/Reading will be based on their stage; this will initially begin with phonic graphemes and 'tricky words'.

Show What You Know

A specific piece of homework at Ryhall CE Academy is carried out in the style of a **Show What You Know** (SWYK) learning log. This log is a personal reflective journal for the child to record their knowledge and understanding in whichever way they feel is most helpful. Children can use pictures, writing, diagrams, labels, fold out flaps, mind maps, photographs, QR codes or whatever style they wish to choose to present their work. They are an opportunity for children to extend and consolidate their learning and encourage children to be creative and independent. Learning logs give an opportunity for parents to assist in their child's learning and encourage a partnership between home and school.

They demonstrate that learning shouldn't just happen in school – they display value of what is learned out of school. These logs are personalised; there is no right or wrong way to approach a task and they are 'inclusive' and cater for all abilities

and learning styles. They are child-directed (as far as the child is able to), rather than teacher-directed and so give children ownership.

All pupils throughout the school receive their own book. Every fortnight, on a Monday, pupils are given a collection of learning targets, they must choose one or more targets and show their understanding. The child can present their work in whatever way they want, to show what they know and understand about each chosen learning intention. The Show What You Know books will be reviewed in class by their peers and teachers at the end of each task the following Monday. Therefore on Show What You Know week the children have one week to complete the tasks set (Monday to Monday). Parents are also encouraged to record comments if they wish to.

At Key Stage 1, prompts are given to help guide the children's thinking and to provide guidance for parents/carers.

At Key Stage 2, some prompts will be given initially to guide children's thinking but the emphasis on the children becoming more independent learners, starts to become the focus. Success Criteria may be provided so the children know what they need to include in order to achieve and examples of maths strategies used if required.

Self – Evaluation

A key element in the use of Show What You Know journal is encouraging the children to be self – evaluative. The children are encouraged to indicate their level of understanding of the learning intention, using the 'traffic light' or 'smiley face' symbols and to give reflective comments about their learning. This helps to indicate to the teacher further needs of the children and to inform future planning, as well as, to indicate to parents/ carers areas of learning where their child may need further help and support at home.

Reading

Reading on a regular basis is vital when children are in year one and two. Children will bring their reading books home every evening, and the role of the adult is to listen and support them (particularly in Reception and Years 1-4). It is important to remind them to use different strategies to read new words i.e, using their phonics knowledge to sound words out, looking at the pictures and looking for words within words, are ways in which the child can read an unknown word. Just as important is discussing the book to check that the child has understood what they have read. Children will have a reading record which parents/carers should sign or comment in each time they read with the child. Older children may read to an adult, with an adult or read to themselves, in the presence of an adult. The story and characters should be talked about and new words discussed. Older children need a clear understanding of the text, that sometimes will go beyond the literal meaning. Children will read texts that are more detailed and will take longer to read. They should be encouraged to read all types of texts including non-fiction. Parents should continue to complete their child's reading record to show that they have read to an adult or had a discussion about the book.

Spellings

These will take the form of worksheets, games, puzzles and web based educational games in order for the children to practise and extend their learning. These activities will be given to the children on a Friday. Sometimes there will be completed challenges to hand in and sometimes evidence will be seen through their success in the Friday spellings. Spellings are set according to the child's level of ability (depending on their phonics or support for spelling group). This work is supported through our daily phonics/spellings activities.

Times Tables

Children are given this homework to develop important numeracy skills. By the end of Year 2, children should be:

- confident in their 2, 5 and 10 times tables. They should be able to say them in order and mixed up.
- able to double each number up to 20.
- able to halve each even number up to 20.
- know their number bonds of all numbers up to 20. This means they should know how to make each number, for example 5 can be made by $0+5$, $1+4$, $2+3$, $3+2$, $4+1$, $5+0$

By the end of Year 6, children should be able to know all times tables up to 12 and should be able to use these in a variety of ways including division, fractions, percentages as well as application to word problems.

Times Tables are based around levels of awards; children need to complete a set number of challenges in a set amount of time to be able to 'pass' the level. Certificates are offered at each level.

Timings

The precise amount of time spent on homework is much less important than the quality of work produced. It is important to be flexible so that if pupils have a busy week of activities planned for at home then it is expected that less time will be spent on homework. However our homework system also provides the opportunity for any one who wants to spend a considerable amount of time on their homework then the tasks are open ended to further challenge and develop pupils. A sensible *suggested* amount of time to spend on homework would be approx 2hrs per week for years 3 and 4 and up to 3hrs per week for years 5 and 6. This includes daily reading. It is expected that all children will hand in a piece of homework as requested unless good reason can be given by the parent/carer. There may be occasions when a child will miss playtime or a some of a lunchtime if they have not completed homework.

If pupils encounter difficulties with any piece of homework, it should be put away and brought back to school the next day, to ask the class teacher for some help. Pupils should not be expected to spend significantly more time on homework than is suggested. We offer a 'homework' club (Monday lunchtime) for any pupil who wants support to present work in their Show What You Know book.

Feedback

All Show What You Know tasks will be marked effectively with constructive feedback soon after completion (see Marking & Assessment policy). Other pieces of work (e.g. spellings sheets) may be initialled to show the teacher and children may receive a House Point. Where feedback is given orally a 'V' will be written on the child's work (from year 3

onwards, the child will be expected to write the feedback on their work as 'bubble' and 'block'.

Special Educational Needs

Show What You Know journals are differentiated mainly by outcome. Children show their understanding at their own level choosing from a variety of ways to do this. Children identified as SEND may need to have further prompts given to guide their thinking and to provide guidance for parents/carers. Specific homework tasks or activities may need to be differentiated in order to meet the individual needs of the children. Those children identified as SEND may need to have the task further differentiated and linked to their IEP targets. Where necessary, close liaison between teachers, SENDCo and parents will take place to ensure that meaningful tasks are set.

Role of Parents and Carers

Parents and carers should:

- provide a reasonably peaceful, suitable place in which their child can do their homework with, become actively involved and support their child as they do their homework, particularly with younger children.
- make it clear to children that they value homework and support the school in explaining how it can help their learning
- support and encourage their child and give praise when they have completed homework
- seek help and advice from the class teacher if any problems arise
- ensure homework is completed and handed in on time

Monitoring and Evaluation

This policy will be evaluated and reviewed annually, taking into account the views of the parents, governors, staff and children. Through calendared scrutiny of journals and reading logs, together with student and parent voice, we will be able to assess the impact of homework on raising achievement.