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| **Date** | **Review Date** | **Coordinator** | **Nominated Governor** |
| September 2021 | September 2023 | Headteacher | Joanne Crook |

Amendment to policy made in response to Covid-19 school reopening.

**Introduction**

At Towngate Primary Academy, we believe that the parent academy partnership is essential to support children’s learning at home. Regular, age appropriate homework is required in each year group.

**Aims**

The aim of this policy is to provide a clear and coherent guidance on the expectations for homework in each year group.

**Roles and Responsibilities**

Role of the Local Governing Board - The LGB has:

• Responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Head of academy - The Head of academy will:

• Be responsible for the implementation of this policy, including the dissemination of information to parents and staff.

Role of the class teachers

• Provide age appropriate homework in line with the guidance in this policy on SeeSaw.

• Record and maintain records of children’s completion of homework.

• Liaise with parents where there is concern that children are not completing homework.

Role of Parents - Parents will:

• Support children in their homework tasks through encouraging a regular approach to completing work.

• Contact class teachers if there is concern that homework is not appropriate or if they need support in working with their children.

Role of Pupils - Pupils will:

• Complete work set for them by their class teachers, in accordance with academy standards on presentation and care.

Role of the Academy Council - The Academy Council will be involved in:

Determining this policy with the Local Governing Board;

• Discussing improvements to this policy during the academy year;

• Reviewing the effectiveness of this policy with the Local Governing Board.

**Overview of homework expectations**

**Expectations for each year group:**

**Following the period of extended school closure and in-line with our academy risk assessment, homework will be amended for this period. Please see amendments below:**

*All homework will be made available online: this will consist of weekly spellings to practice and a maths focus inline with the curriculum being taught per week in the classroom. Children will be sent home with a reading book which must be kept at home, and will have a separate reading book to read during the school day. We ask that reading records will be filled in by parents/carers and returned to school every Friday, where they will remain isolated and checked by the class teacher on Monday.*

*The homework and home learning procedures may change inline with DFE guidance which will be reflected as per the policy.*

**Foundation stage 1**

* Children to read/ share books with parents regularly at home.
* Maths games will be sent home each week.
* Half-termly projects set by class teacher.

**Foundation stage 2**

* Children to read/ share books with parents regularly at home.
* Spelling flash cards.
* Half-termly projects set by class teacher.

**Year 1**

- Reading regularly at home.

- Half-termly homework projects set by class teachers.

- Weekly spellings.

**Year 2**

- Reading regularly at home.

- Half termly homework projects will be set by class teachers.

- Weekly spellings at home.

- Year 2 SATs books sent out after Christmas.

**Years 3 and 4**

- Times table practice sheet.

- Reading regularly at home.

- Weekly spellings.

- Half termly holiday projects linked to topic

**Year 5**

- Maths practice booklets

- Reading regularly at home.

- Weekly spellings.

- Half termly holiday projects linked to topic

**Year 6**

- Maths practice booklets

- Reading regularly at home.

- Weekly spellings.

- Half termly holiday projects linked to topic

After Christmas:

-To prepare children for their end of key stage assessments, revision workbooks will be sent as homework.

**Importance of regular reading at home:**

Reading to a 4‐5 year old child more frequently leads to higher reading, maths and cognitive skills at age 8‐9. Reading to children every day, or almost every day instead of twice a week or less had the same effect on the child’s reading skills as being almost 12 months older.

*(Kalb & van Ours (2013) Reading to Young Children: A Head‐Start in Life Melbourne Institute of Applied Economic and Social Research).*

**Expectations for time spent on homework:**

Homework should not be onerous or take away from time exploring extracurricular activities. We have tried to ensure that homework focusses on key learning – reading, spellings and maths.

It is far more effective if children spend a short period of time – 5 to 10 minutes – daily on homework tasks than a long time in a one off session. Where children choose not to complete their homework, the class teacher will arrange for a discussion with parents / carers. Where there is regular non-completion of homework without a reasonable reason then children will use their free time at academy to complete work.

**Monitoring and Evaluation of the Effectiveness of the Policy**

The effectiveness of this policy will be reviewed in line with the Policy Review Overview document, or when the need arises, and the necessary recommendations for improvement will be made to the governors.

