

 <b>Alfred Street Junior School</b>	Page 1 of 6
<b>Homework Policy</b>	Issued: February 21
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<b>APPROVAL BY</b>	<b>FULL GOVERNING BODY</b>

# Homework Policy

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## 1. Introduction and Aims

At Alfred Street Junior School (ASJS) 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. We have a strong commitment to parental involvement and see homework as one way of developing this partnership further so that our pupils can ultimately be more effective, independent learners.

The aims of this policy are:

- To ensure a consistent approach to homework throughout the school.
- To ensure that teachers, parents and children have a clear understanding regarding expectations for homework.
- To ensure that teachers, parents and children are fully aware of the role they play with regard to homework.

For the purposes of this policy, reference to ‘parents’ includes all adults who have a caring responsibility for a child or children in the school. This may include parents, step-parents, grandparents and other relatives, foster carers and adoptive parents as well as other adults who have a legal responsibility for a child.

## **2. Why we give homework**

- It can further stimulate enthusiasm for learning.
- It encourages responsibility for learning and independent learning.
- It is a great opportunity to rehearse key skills such as reading and times tables.
- It takes advantage of the home environment and resources.
- It can be a great source for gathering topic information.
- It can inform parents about work going on in class and give an opportunity for one-to-one adult time.
- It helps to foster good habits of organisation and self-discipline in preparation for the demands of Secondary School.
- It allows children to practise skills and consolidate learning; preparing them for work they are about to embark on.
- It helps develop research skills and provides opportunities for more individualised work.
- It promotes a work ethic for future learning.

## **3. Homework at ASJS**

Homework should not be a chore, but children should see it as an extension of their schoolwork and as a really positive way of raising their level of attainment. We also acknowledge the important role of play and free time in a child's growth and development.

ASJS sees homework as encompassing a wide range of possibilities. The following list gives just a few examples:

- reading with a parent
- a family visit to a local museum
- finishing off work from the class
- undertaking individual research for a project at the local library/online
- learning number facts (including times tables)
- going to the theatre
- completing literacy activities both written and verbal
- being an active member of a sports club or youth organisation
- going swimming
- attending events which develop their social, moral, spiritual, religious or cultural understanding of the world

It can be seen from this list that homework can involve a range of activities and, although teachers will ask for specific tasks to be done at home, the school will be delighted to learn about children's success in other aspects of their lives and will seek to recognise this in school through class discussion time and through our weekly 'Achievement Assembly.'

ASJS does not specify amounts of time that must be spent on a task, preferring individual children and families to set their own routines. However, individual teachers are happy to give advice on this as required.

ASJS hopes the children are motivated by positive incentives and by the tasks themselves.

However, children who do not complete homework tasks will be given opportunities to complete their work at homework clubs set up by the school. Furthermore, provision will be

set up by school to support pupils who may not have access to online devices so that they are not disadvantaged by this.

## **4. Expectations**

ASJS encourages children to:

- Make their parents aware of any homework given by the teacher.
- Ask for help if it is needed either by speaking directly to the teacher or emailing them through Purple Mash/Teams.
- Complete homework to the best of their ability and, where any written work is set, maintain the same standards of presentation expected in the classroom.
- Ensure that homework is handed in on time if a deadline is given by the teacher/set online.
- Take home a reading book and read to/with an adult at least three times per week.

ASJS encourages parents to:

- Show a positive interest in homework; talk and ask questions.
- Help and support, but encourage independent thinking.
- Ensure children have the time and an appropriate space to complete homework.
- Praise children for their efforts.
- Make it clear homework is valued and explain how it can help learning.
- Check Purple Mash/Teams regularly for homework tasks.
- Listen to their child read at least three times a week for approximately 15 minutes.

Teachers will:

- Explain the homework tasks clearly.
- Set work at the appropriate level.
- Set deadlines if appropriate.
- Mark and respond to online/written work where appropriate.
- Monitor the return and completion of online/written homework.
- Ensure that pupils have regular opportunities to change their reading books.

## **5. Homework Tasks**

### **5.1. Setting of Homework**

Where possible, homework will be set online through Purple Mash, Spelling Shed, Maths Shed or other subscriptions that the school has purchased. However, other tasks may supplement this online provision e.g. revision tasks in Year 6, creative tasks as part of a project, research about a specific topic of study.

### **5.2. Reading**

The expectation at ASJS is that children read at home to an adult at least three times a week (Reading Policy [1], English Policy [2]), but preferably every day if possible. 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 complete their child's reading

record to show that they have read to an adult or had a discussion about the book. Guidance for parents on hearing children read at home is provided on our website.

### **5.3. English**

This will be based around what the children have been/will be learning in class. The work could include spelling, grammar or punctuation activities. They may also be asked to complete comprehension tasks by reading something and answering questions. Sometimes the task could be a piece of writing. Tasks will be set through our online platforms where possible.

### **5.4. Mathematics**

This will also be based around what the children have been/will be learning in class. The work could be linked to lessons on shape, measures or handling data, however lots of the activities will be based around work in number. Children will also be set tasks to ensure greater knowledge and understanding of their times tables from 2 to 12 so that they can recall them with greater speed and accuracy, along with the corresponding division facts (Maths Policy [3]).

### **5.5. Topic/Take-Away Homework**

Topic tasks may be set by teachers to extend the learning that has been taken place in school. Work could be linked to any other curriculum area - such as Science, Geography, or History – and could take many forms e.g. preparing a talk, completing a piece of online research, making a model, conducting an interview of a family member or watching a video. The nature of this work may be more open ended than in other subjects.

If children would like to develop their learning further, they could choose a task from their year group's take-away menu. This is a long term project that is optional but is an opportunity for them to produce something special, while extending their skills and knowledge.

Children can choose projects from the menu to complete and share with their class. They can choose as many as they like but we recommend they spread them out over the term.

## **6. Home/School Communication**

A **Home School Communication Book** is given to every child and is used:

- as a means of two-way communication between home and school
- to act as a reading record

Through a positive homework policy, we aim to encourage a successful partnership between school, parents and pupils, and support learning so that each child achieves success.

Subject	Year 3	Year 4	Year 5	Year 6
<b>Reading</b>	Daily (confirmed by signature in home/school book)			
<b>Maths</b>	Weekly online task/Times Tables on Purple Mash, Maths Shed or an online game	Weekly online task/Times Tables on Purple Mash, Maths Shed or an online game	Weekly online task/Times Tables on Purple Mash, Maths Shed or an online game	Weekly online task/Times Tables on Purple Mash, Maths Shed or an online game + Revision Tasks
<b>English</b>	Weekly online task – comprehension, spelling, grammar, punctuation or writing task on Spelling Shed/Purple Mash	Weekly online task – comprehension, spelling, grammar, punctuation or writing task on Spelling Shed/Purple Mash	Weekly online task – comprehension, spelling, grammar, punctuation or writing task on Spelling Shed/Purple Mash	Weekly online task – comprehension, spelling, grammar, punctuation or writing task on Spelling Shed/Purple Mas + Revision Tasks
<b>Optional</b>	Take-Away Homework - termly			

## 7. References

- [1] Alfred Street Junior School, "Reading Policy".
- [2] Alfred Street Junior School, "English Policy".
- [3] Alfred Street Junior School, "Maths Policy".
- [4] Alfred Street Junior School, "Child Protection and Safeguarding Policy".
- [5] Alfred Street Junior School, "Online Safety Policy".
- [6] Alfred Street Junior School, "ICT Acceptable Use Policy".

## **8. Safeguarding**

Safeguarding our children is our priority – see Child Protection and Safeguarding Policy [4].

Online safety lessons are conducted regularly within the school to help to ensure that children stay safe online – see Online Safety Policy [5] and ICT Acceptable Use Policy [6]

All concerns must be reported to our Designated Safeguarding leads:

ASJS: Mrs K O'Connor, Mr C Butler, Mrs S Smith, Mrs W Watts

