



## BAWB Federation Homework Policy

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### Equality Statement:

At The BAWB Federation we work hard to ensure that the culture and ethos are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and people treat one another with respect. Our schools provide pupils and staff with the opportunity to experience, understand and value diversity. In the operation of this policy, we will endeavour to ensure that all members of our school community receive equal treatment irrespective of their age, gender, race, colour, ethnic origin, family commitments, marital status, sexual orientation, disability or religious beliefs.

### Distinctive Christian Vision

This policy has been written and/or adopted with our distinctive Christian ethos in mind:

*Rooted in the message of the Good Samaritan, we provide an aspirational education for all. We flourish academically, spiritually, and socially, enriching our communities.*

*Matthew 22v 37-39 (NEB): Love the lord your God with all your heart, with all your soul, and with all your mind. Love your neighbour as yourself.*



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## Aims and Purpose

We believe that children benefit from tasks and activities that take place beyond normal school hours which support their learning. However, it is not the intention to load relatively young children with more work than is reasonable and beneficial. We fully recognise the value of the broad range of activities e.g. sport, music and leisure which children should be involved in. Homework should therefore be relevant, purposeful, enjoyable and of an appropriate length.

We believe that homework:

- serves to reinforce and support curricular objectives and learning outcomes
- consolidates and reinforces skills and understanding in numeracy, literacy and other curriculum areas
- helps raise achievement of individual pupils
- provides opportunities for parents and children to work together and fosters an effective partnership between home and school
- encourages children as they get older to develop the confidence and self-discipline to study on their own

Homework should be:

- reasonable in length and purposeful
- interesting and rewarding for all children

- integrated into everyday planning and set by the class teacher
- differentiated to cater for individual children's learning needs
- clearly understood so that children understand when, what and how the work is to be done
- marked and feedback given to children promptly

### What is homework?

Homework refers to any work or activity which children are asked to do outside lesson time, either on their own or with an adult. For younger children, this will largely consist of reading. In fact, for all primary age children, reading forms a major part of their homework. Beyond that, the main focus of homework for children at primary school should be on literacy and numeracy.

As children progress through the school, they may be given other tasks – for example, some historical research. We do not believe that much time should be spent on 'finishing off' work begun in class; homework activities should mostly consist of a clear, distinct task.

### A regular homework programme

We believe that a homework policy will only be successful if it is based on a clear, regular programme. This means that:

- children know what is expected of them
- parents are aware of when their children are likely to have homework to do and how much time they should spend on it
- parents can be more involved in their children's learning and have a clearer idea of how it links in with school work
- the demands of homework are manageable

Please see **Appendix A** for our homework timetable

### Responsibility for the Policy and Procedure

#### Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the School Improvement Committee and to the Headteacher to oversee the development of this policy
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy
- responsibility for ensuring that the school complies with all equalities legislation
- responsibility for ensuring funding is in place to support this policy
- responsibility for ensuring this policy and all policies are maintained and updated regularly
- responsibility for ensuring all policies are made available to parents
- responsibility for the effective implementation, monitoring and evaluation of this policy

#### Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy
- promote this policy by raising its status and importance
- ensure that homework is built into teachers' planning
- provide supportive guidance for parents
- keep up to date with new developments regarding homework
- work closely with the link governor and coordinator
- provide leadership and vision in respect of equality

- provide guidance, support and training to all staff
- monitor the effectiveness of this policy
- annually report to the Governing Body on the success and development of this policy

### **Role of the Teachers**

Teachers must:

- integrate homework into their planning
- set interesting and motivating tasks or activities
- set homework appropriate to each child
- explain when, what and how the work is to be done so that each child clearly understands (this may involve communications directly with parents)
- provide feedback in line with the marking and feedback policy

### **Role of Parents/Carers**

Parents/carers are asked to:

- uphold the value of homework with their children
- provide a suitable space in their home where their children can concentrate on their homework
- establish a homework routine
- provide materials
- make the homework experience pleasurable
- find time to work with their child or be at hand if a problem arises
- discuss, encourage and praise their child's efforts
- contact the school if they are not sure of some aspect of the homework or if their child is experiencing difficulties in doing it
- ensure they get feedback on all homework tasks or activities

### **Role of Pupils**

Pupils are asked to:

- complete their homework and submit it on time
- make sure they understand what is asked of them
- make sure they get feedback on their homework

## Types of Homework

Please see **Appendix A** for our homework timetable

### Reading

#### **Phonics**

All of our children are encouraged to read at home as much as possible. We recommend little and often and support this by providing reading books for all children. As children start school, they will engage in the Read, Write Inc (RWI) synthetic phonics programme which teaches them to decode (to read). These children will bring home RWI books that they are able to decode using the phonics they have learned in school. We invite parents to engage in the RWI videos that teachers share with them.

#### **Reading Book**

As children move away from the RWI programme, they will all have access to a school reading book. These are banded (pitched at particular reading levels) to guide and support children in making their own choices about their reading material. However, these bands are not rigid and children are encouraged to develop and explore their own preferences.

#### **Library Book**

Every child in our schools accesses a school library at least once a week. Each child is allowed to choose any book that appeals to them and parents are encouraged to read it with them where they are unable to read it independently.

### Phonics / Spelling

Children on the RWI programme do not have separate spelling homework.

Children who have moved off the RWI programme will have spelling homework set via the Spellzone resource available to them when they log in to RMUnify. This is set by the teacher and is pitched to the ability of the child (differentiated) in order to have greatest impact. Spellings are introduced on Mondays in class, homework is set on Wednesdays, and it should be completed by the following Monday.

In addition, teachers will provide (via Teams assignments) a list of words to practice and a handwriting sheet on which to do so.

Please see Appendix A for the homework timetable.

#### **Maths**

From year 1 upwards, all children have weekly maths homework set via the Sumdog resource available to them when they log in to RMUnify. This is set by the teacher, is differentiated, and is linked to the learning that is taking place in class.

In addition, you can support your child by helping him/her learn times tables. The Number Blocks times tables resources are really helpful for this. For the trickier times tables, there are some other catchy songs that can help your child remember too:

[2x table](#)

[3x table](#)

[4x table](#)

[5x table](#)

[6x table](#)

[7x table](#)

[8x table](#)

[9x table](#)

[10x table](#)

[11x table](#)

[12x table](#)

We also recognise that some of the best learning happens incidentally – counting, measuring, weighing and telling the time. We believe maths homework should be more than just practice of school based tasks.

### **Other Curriculum Areas**

Occasionally, children may be asked to carry out a task related to another area of the curriculum – science, history, geography etc. These activities will occur less regularly but may be more frequent for older children. Children may be asked to do some research and may need their parents' help. The task may involve an extended piece of writing. If so, a longer time frame will be given.

### **Expectations**

It is an expectation that the homework detailed above is completed by all children. Where this is not the case, they will be asked to attend a homework club in school time to complete it.

### **Caring for resources**

It is an expectation that any resources sent home for use at home are cared for and returned to school in good condition. We encourage children to use book bags as they keep papers and books in good condition.

### **Marking and Feedback**

All children receive prompt feedback on their homework in a variety of forms such as:

- verbal
- written
- class discussion
- praise and recognition during celebration assembly

Parents are asked to:

- give teachers any feedback they feel might be useful
- encourage their children to talk about the feedback they have received
- contact the school if they have any concerns

### **Monitoring the Effectiveness of the Policy**

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the leadership team, the Headteacher and the necessary recommendations for improvement will be made to the Governors.

## Appendix A – Homework Timetable

### Reading

What?	Who?	When?	How?
Phonics (RWI) book	All children on RWI programme	Daily where possible	Book brought home from school
Banded Reading Book	All children who have moved off the RWI programme	Daily where possible	Book brought home from school
Library Book	All children	To suit your child	Book brought home from school
Bedtime story	All children	As often as possible	The old favourites are the best!

### SpellZone

What?	Who?	When?	How?
Differentiated homework task set by class teacher	For all children who have moved off the RWI programme	List introduced on Monday in class Homework set on Wednesday Must be completed by the following Monday	Log-in to Teams and your child's class teacher will have detailed the task in an assignment, plus sent spelling and handwriting lists. Log-in to Spellzone for the activity.

### Sumdog

What?	Who?	When?	How?
Differentiated homework task set by class teacher	All children from Y1 upwards	Homework set on Wednesday Must be completed by the following Monday	Log in to SumDog and your task, set by the class teacher, will be available to you. In Y1, your teacher may share this with you in a slightly different way.

## Appendix B – Frequently Asked Questions

- ***How long will children be given to complete homework?***

We would never expect any homework to be completed by the following day. Children have commitments to other activities in the evening and we do not think it is fair to expect homework to be done on top of these activities. Teachers will generally allow at least two days for tasks and possibly more for some activities. Please see our homework programme for more guidance.

- ***Will homework always be marked?***

If the homework involves writing, the teacher will mark it in the same way as other written work. However, we expect that much of the homework will be reading or practical activities. Teachers will give appropriate feedback to children about their work. However, the feedback children receive from parents is as valuable as teachers' comments.

- ***Will children be given homework in holidays?***

Possibly, but not necessarily. We would not expect the regular programme of work to continue into holidays, but we would like to think that children continue to read and some teachers may occasionally give a specific task to accomplish over a holiday.

- ***Should parents help children with their homework?***

Children benefit from their parents' involvement in their learning. This might be as simple as providing them with the right time and place to do the work or encouraging and praising them when they have completed it. Sometimes children will need more direct help – a parent reading with them or suggesting a way to tackle a maths problem. Sometimes children, particularly as they grow older, need to be left to themselves. Clearly, parents should not do children's work for them. We believe parents are good judges of how much they should help their children. If you are unsure, you can always talk to the class teacher.

- ***Will all children in a class receive the same homework?***

Not always. Children will not all be reading the same book or even the same level of book. Teachers may give different maths or spelling tasks to different groups of pupils. Sometimes the task might be the same, but the teacher will expect different levels of achievement depending on children's abilities.

- ***Will the homework policy be reviewed?***

Like other initiatives in school, the homework policy is constantly monitored. It will be reviewed more formally in accordance with our school development plan. If you have concerns about your child's homework, please contact the class teacher. If the concern is about the school's policy, please contact the head teacher.