

AURORA ACADEMIES TRUST

Policy Title:	Homework Policy
Policy Reference:	AAT HW - Exp May 2018
Function:	<u>For Information and Guidance</u> /Statutory
Audience:	Prospective Parents, Trustees, Governors, Executive Headteachers, Head, Teachers, Support Staff, as necessary
Ownership/ Implementation:	The Trustees/LAB Governing Body (as required) have overall responsibility for ensuring that this policy is implemented
Version:	001
Approved by Trust Board:	May 2016
Next Date for Review:	February 2018



Homework Policy

Introduction

Homework is anything children do outside the normal school day that contributes to their learning, in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support the children's learning. For example, parents who spend time reading stories to their children before bedtime are helping with homework.

Rationale for homework

Homework is a very important part of a child's education, and can add much to a child's development. Indeed we see homework as an important example of cooperation between teachers and parents. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing tasks at home is one of the main ways in which children can acquire the skill of independent learning.

Homework plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our children. Homework provides opportunities for parents and children to learn together.

Aims and objectives

The aims and objectives of homework are:

- To enable pupils to maximise their progress in their learning and social development
- To help pupils develop the skills of an independent learner
- To provide opportunities for children and parents to share and understand different approaches to learning key skills
- To promote cooperation between home and school in supporting each child's learning
- To consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons
- To help children develop good work habits for the future.



Types of Homework

Staff and pupils regard homework as an integral part of the curriculum – it is planned and prepared alongside all other programmes of learning. We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways, while others demand a particular approach.

We set a variety of homework activities:

Reception

- Reading books and words to practise daily
- Sounds sent home to practise as we learn them
- Parents advised of topics and encouraged to find out information
- Individual's given relevant materials in discussion with parents to practise at home as and when needed, e.g. letter formation, numbers etc.

Year 1

- Daily reading either reading scheme book or book to share
- Words to practise ready for scheme
- ELS tasks for children doing programme
- Work for individual children who are struggling with a particular concept (after discussion with parent).

Year 2

- Daily reading either reading scheme book or book to share
- Words for individual children to practice
- 300 high frequency words for reading and spelling
- Research new topics
- Work for individual children who are struggling with a particular concept (after discussion with parent).

Year 3 & 4

- Reading daily
- Weekly literacy tasks e.g. phonics
- Weekly basic number skill tasks
- 1 addition task per week
- An open question each fortnight related to the topic work that gives the child an opportunity to demonstrate what they know and what they can find out about a theme. The presentation is open ended to allow children to work towards their strengths and particular learning style.



Year 5 & 6

- Reading daily
- Weekly literacy
- Weekly numeracy
- 1 addition task weekly
- Some children may take additional or alternative tasks home linked to individual support programmes.

The role of Teachers

Homework is marked according to the general school marking policy. Homework completed well is acknowledged and praised. There may be issues arising from the work, which the teacher will follow up in lesson time.

The role of Parents

Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage and support their child to complete the homework assignments that are set. We invite them to help their children as and when they feel it to be necessary and to provide them with the sort of environment that allows children to do their best. Parents can support their child by discussing the work that their child is doing, providing a working space at home, or enabling their child to visit the library regularly.

If parents have any questions about homework, they should contact the child's class teacher.

Amount of homework

As they move through the school, we increase the amount of homework that we give the children. We expect children in years 3 and 4 to spend approximately 15-20 minutes per night on homework, and children in years 5 and 6 to spend approximately 30 minutes per night. This is in line with the DFE guidelines. All children will have a diary where their homework is recorded, either by them or by the teacher and where parents and teachers make any relevant comments.

Inclusion and homework

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way, including those of higher and lower abilities. When setting homework to pupils who are named on the register of special needs, we refer to those pupils' Provision Maps. We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings.



Use of ICT

The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by merely downloading and printing something that has been written by somebody else.

