



Homework at Oak Meadow

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/carers to support the children's learning. For example, parents or carers who spend time reading stories to their children before bedtime are helping with homework.

Rationale for Homework

Homework is an integral part of a child's education and can add much to a child's development. We see homework as an important example of cooperation and partnership between teachers and parents/carers. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework 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, free time and new experiences in a child's growth, development and building their cultural capital. Homework will always be set appropriately to ensure children also have the time to take part in other activities and various out-of-school clubs/organisations that play a significant part in the lives, well-being and development of our pupils.

Aims and Objectives

The aims and objectives of homework are:

- To enable pupils to make maximum progress in their academic and social development
- To help pupils develop the skills of an independent learner
- To promote cooperation between home and school in supporting every child's learning
- To enable aspects of the curriculum to be further explored independently
- To provide educational experiences not always possible in school
- To consolidate and reinforce learning in school and to allow children to practise taught skills
- To help children develop resilience and good work habits for the future

The Role of Parents and Carers

Parents and carers have a vital role to play in their child's education and homework is an important part of this process. We ask all parents and carers to encourage their child to complete every homework task that is set. We invite them to support their children and to provide them with the sort of environment that allows children to do their best.

Parents and carers can support their child by providing a good working space at home, reading regularly with their child (and documenting this), rehearsing basic maths skills, enabling their child to have access to learning websites and by discussing the work that their child is doing.

All children are allocated a school reading book and we recommend that parents should read with their children for at least ten minutes every day to help them develop a love of books and stories and help them to grow in confidence in the skills of fluency, comprehension and inference. We ask parents and carers to sign their child's planner to show that they have heard their child read and discussed their books with them on at least three occasions during each week. We also ask for the planners to be signed at the end of each week to indicate the support given to their child's reading.

If parents and carers have any questions about homework, they should, in the first instance, contact the child's class teacher, as they will have originally set the homework task. If parents or carers wish to enquire further about the homework policy and the tasks set, they should contact a Senior Leader. If concerns remain, parents and carers can write to the Chair of the Governing Body outlining their concerns.

Types of Homework

Staff and pupils regard homework as an integral part of the curriculum that is carefully planned and prepared alongside all other programmes of learning. We recognise that children have individual learning needs and class teachers may differentiate homework to meet the needs of each learner. Teachers will always ensure that homework tasks are tailored towards the age of the children. Oak Meadow has high expectations for all children. Teachers will set the following tasks in a typical school week to sit alongside the reading expectation set on the previous page:

- One piece of English homework (reading or writing)
- One piece of Maths homework (basic skills, fluency, reasoning or problem solving)
- One spelling list to revise for a weekly test

The school pays for subscriptions to the following learning platforms to benefit all children's learning:



- Maths Shed (Maths Focus – all ages)
- Spelling Shed (Spelling focus – all ages).
- Times Tables Rockstars/ Numbots (Maths times tables and basic skills focus – all ages).

Every child is allocated their own individual login and password for each of these platforms to enable them to access a breadth of resources that will help to consolidate and challenge their knowledge and understanding.

Homework tasks for English and Maths may be set from teachers using these learning platforms as well as additional booster packs and revision materials over holiday periods to ensure skills are consistently rehearsed.

Sometimes additional homework may also be set to include a challenge to undertake a research-based project relating to the year group's National Curriculum topics, e.g. in Year 6, children may be asked to research the impact of World War 2, or to learn lines of poems for reciting in class or for whole school performances.

Homework is assessed according to the school marking policy. It forms an important part of teacher judgements for the progress and attainment of each child. Teachers have the responsibility to keep homework tasks completed by each child over the academic year, ensure they are marked up to date for possible discussion with colleagues and Senior Leaders in Pupil Progress meetings and then to return them to the child with other books and completed learning tasks at the end of the academic year.

The successful completion of homework is acknowledged and praised using the whole school behaviour system and the award of tokens. Outstanding examples that individual children submit may receive whole school acknowledgement in our weekly Celebration Assembly. If any misconceptions or misunderstandings arise from homework tasks, then teachers and support staff will follow them up in lesson time or as an intervention focus with the child(ren) at some point during the school day.

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. We endeavour to adapt any task set so that all children can access the homework and contribute in a positive way. When setting homework to pupils with additional needs, we may refer to those pupils' individual support plans. 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 copying, pasting and printing out something that has been written by somebody else.

There are many websites containing highly educational material that can have a powerful effect on children's learning. In addition to the subscribed learning websites that the school has purchased for every child to have their own individual account, teachers will direct children towards the most useful websites to encourage their learning and progress as appropriate to their age and stage of development.

We discourage children from bringing memory sticks into school, because of the risk of viruses. However, when appropriate, a teacher might suggest that a child's work is e-mailed to the school office and then on to the class teacher at school.

Monitoring and Review

It is the responsibility of Senior Leaders to coordinate and monitor the implementation of this policy. Governors on the Curriculum Committee will also monitor the policy and deal with information or issues arising from Senior Leaders' monitoring. This policy will be reviewed in three years, or earlier if necessary