



Arden Forest Infant School

Homework Policy

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1. Introduction and Aims

The following policy is designed to ensure clarity and consistency across the school in terms of homework setting and marking. This policy aims to ensure that pupils are given the opportunity to develop specific skills, knowledge and understanding outside the classroom, without overburdening pupils or staff with homework and marking respectively. 'Supported Learning' at home is an essential part of good education. Regular Homework helps pupils to become confident in their learning, which will help develop good learning attitudes and behaviours which will continue into their subsequent school career and eventually into adult life as pupil independence, initiative and responsibility is developed. It also helps school and home work together and therefore more closely.

2. Why is Homework important?

- It can help pupils to make more rapid progress in learning.
- It can provide pupils with the opportunity to: - practise further what has been learnt in class. - apply what they have learnt in new contexts or situations. - prepare them for future learning. - integrate skills with knowledge and concepts.
- It can allow pupils to develop the practice of independent learning. This way of working is vital further on in their school career, eg at junior school, secondary education and beyond.

- Work at home can provide the quiet and private conditions needed for work of all kinds.
- It gives the most enthusiastic pupils the opportunity to apply their passion and gain a deeper insight into the subject.
- It can allow pupils to use materials and other sources of information that are not always available in the classroom such as the internet, TV and news reports.
- It can involve parents and others in pupils' work for their mutual benefit.
- It can give opportunities for long term research, enquiries and other work.
- It can form an important part of preparation for a topic.
- It gives pupils early, safe experiences of working to deadlines.

3. Creating sustainable Homework study habits

All of the teaching methods, advice and guidance that we offer parents/carers is based on research and on strategies that have been proven to work. We believe that there is a positive correlation between excellent, commitment, and success. Clear routines and high expectations have a positive impact on pupils, both academically and on their mental well-being. The research clearly shows that uncertainty is the cause of stress.

4. How can I help and support my son/daughter at home to develop good work habits?

- Dedicated specific time in the day/week to engage with and complete homework.
- Make sure that your child has a quiet, distraction free place to complete work at home.
- Mobile phones are a distraction and are proven to reduce concentration by 20% when completing a task. Make sure mobile phones are in another room when they are working.
- Believe your son/daughter can achieve well, especially with practise and perseverance and tell them this.
- Listen to your son/daughter read regularly for 15 - 20 minutes (at least three times a week). Show an interest in what they are reading and ask them questions about the book.
- Ensure they get enough sleep: have a cut off point for electronic devices.

- Make sure they are eating a balanced diet and drinking plenty of water.
- Help them to prepare their school bag the night before in readiness for school the next day and enable a calm morning routine.
- Take an interest in what they are learning.
- Look at and read the knowledge organisers. Ask them questions using the knowledge organiser.

5. Online Learning

For Key Stage One pupils (Year One and Two) all Homework will be online: Bug Club, MyMaths or Spelling Shed.

To access Bug Club for your child's home virtual reading book, enter your child's username and password.

<https://www.activelearnprimary.co.uk/login?c=0>

To access MyMaths

www.mymaths.co.uk

[www.edshed](http://www.edshed.com)

Teachers can quickly and easily how frequently homework is being accessed and will monitor completion of work each week and contact parents if homework is not being done to find out what the barriers are and how we can work together to improve upon this. Feedback on engagement in online Homework will be given at termly Parents' Evening and on end of year school reports.

For EYFS (Reception), Homework Activities will be set on Tapestry. Initially they will be given Reading and Maths Activities, then over the first term this will include English activities and eventually Spellings.

Homework tasks will be set on Mondays, with an expectation that parents/carers support the engagement and completion of the activity/task during the course of that week. Tasks will last between 15 and 20 minutes long and will have a familiar content as it will typically link to the learning in class.

If a task takes longer than this, or if it is difficult to engage the child, we do not want our pupils or families to experience additional stress and would therefore suggest that after 15 minutes all tasks are stopped and there should not be any conflict between parent and child. We strongly recommend in these circumstances that parents/carers inform teachers of any challenges so that either the teacher or Learning Mentor/Family Support person can help and offer support to remedy engagement with online supported learning.

Online homework ensures that books or paper are not lost between home and school or between homes if children are co parented. It is also good practice and preparation for future events such as when in Secondary school. In addition to this, parents/carers will be able to see teacher's feedback comments in a more timely manner.

6. Homework tasks

Reading

Reading underpins everything that our pupils do in school. We believe that our pupils are entitled to become independent and fluent readers by: equipping them with secure phonic knowledge, having a range of skills and strategies to decode and interpret texts; promoting reading of extended texts; and developing an appreciation of a wealth of literature to build upon their cultural capital.

Evidence suggests that children who read every day not only perform better than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. A recent Department for Education study showed that there "is a difference in reading performance equivalent to just over a year's schooling between young people who never read for enjoyment and those who read for up to 30 minutes per day".

Electronic Reading books will be 'allocated' on 'Bug Club' on Mondays. Children will also bring home a physical reading book along with your child's Reading Log on Friday's. It is expected that they will be read from their books for a period of 15 – 20 minutes. They can then continue to read or revisit the books both online or physical on other nights until the book is due back the following week. The book and Reading log should be returned on Friday in order that it can be changed if the book has been completed. Parents are expected to write comments in the Reading Log about number of pages read, any observations or tricky words encountered.

English and Maths

Maths and Spellings homework will be set online on Mondays, with an expectation that these should be completed during the course of the week. It should be completed and submitted by 8.30am the following Monday. This gives parents flexibility to choose the best time to do the homework around other family commitments, eg Rainbows, Cubs, Swimming etc. Each piece of Homework will not be expected to take any more than 15 – 20 minutes.

The Maths task will link to the current learning in class that week, eg number, shape, money, data. This could take the form of completing questions which will help practice a mathematical skill, develop recall of number facts or explore an open ended mathematical problem.

The Spellings will link to the English National Curriculum spellings list, including 'Common Exception' words and 'High Frequency' words. Reception children will begin spelling homework from the Spring Term onwards. Year One will learn the spellings of 6 words each week. Year Two will learn the spellings of 10 word each week.

Pupils will be tested on these spellings the following Monday after they have been given.

7. Inclusion

It is expected that the vast majority of pupils will be set and expected to complete supported learning tasks at an age appropriate level which is in line with age related expectations of the curriculum. However, as a school, we know that a small minority of pupils (possibly those with an EHCP or on those with a learning need that requires additional external professional support) will need to be set tasks that maintain a level of challenge, but are also accessible for these key individuals.

Supported Learning tasks will be set so that every pupil at Arden Forest can access the activities and achieve success.

8. Homework during the holidays

During holiday periods, Homework tasks will be set in the form of activities. These will typically include 50 things to do .

9. How will the Homework policy work in practice?

All parents/carers should enable their child to successfully complete their homework. This will mean spending an allocated time doing the tasks set and submitting the work on time.

In order to do this, all parents/carers should:

- Allocate dedicated time of an evening or weekend in which to do the homework. It may be preferable to do each of the tasks in one go, or at different times. Please be reminded that children's attention span is considerable short and it is likely that they will not be able to concentrate for more than 15 – 20 minutes on any one task.
- aim to provide a reasonably peaceful, suitable place in which pupils can do their homework
- make it clear to pupils that they value the 'supported learning' tasks, and support the school in explaining how it can help them make progress at school;
- encourage their child and praise them when they have completed homework;
- expect deadlines to be met;
- sign the reading log at least once a week
- inform the school if an issue arises
- inform the school if access to computers/internet is difficult at home. In cases where there is 'digital poverty', the school will look for ways in which they can support the family. Please be reminded that online learning can be done on a tablet, laptop or computer. It is possible to use a smart phone, especially to check or read the tasks but this method can make it difficult for pupils to complete the tasks.

Appendix 1

Reading

"The more you read, the better you get at it; the better you get at it, the more you like it; and the more you like it, the more you do it. And the more you read, the more you know; and the more you know, the smarter you grow." Jim Trelease

Aims

- To increase the amount of time that pupils spend reading each week.
- To ensure that pupils read a greater range and number of texts.
- To develop pupils' phonic skills and ability to decode words.
- To improve pupils' comprehension and inference skills.
- To support pupils in developing secure early reading skills.
- To improve the reading ages of all pupils.
- To complete reading log and identify which pages they have read.

Expectations:

- Pupils in all Year Groups will read a range of texts throughout the year. Including fiction, non-fiction and poetry books.
- The pupils will read for at least 15-20 minutes – more than once a week, but preferably three nights per week.
- Teachers will check the reading logs.
- In addition, pupils are encouraged to read books of their choice from the library and/or books at home.
- Regular competitions will be held to promote additional reading.

Appendix 2

Homework Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Bug Club Maths Spelling				Physical Reading Book

Appendix 3

Parent Help Sheet/Guide to access Bug Club, MyMaths and Spelling Shed

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