



## The Mosley Academy Homework Policy



### **What is homework?**

A suitable definition of homework might be any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers.

It is important to realise that any homework set should be relevant, manageable and be educationally beneficial as well as enjoyable and motivational to the child. It must also be ensured that homework arrangements are practical and manageable for teachers.

### **The purpose of homework**

At The Mosley Academy the provision of homework should:

- develop an effective partnership between the school and parents and other carers in pursuing the aims of the school
- consolidate and reinforce skills and understanding across the curriculum with a particular focus on literacy and numeracy.
- exploit resources for learning, of all kinds, at home
- extend school learning, for example through additional reading and project work
- encourage pupils as they get older to develop the confidence and self-discipline needed for independent study, especially in preparation for the requirements of secondary school

### **What sort of homework?**

The main focus of homework for children at this school will be project work that facilitates the development of a range of subject specific skills. We believe that homework does not just mean formal exercises carried out by children working alone, since it is the involvement of parents and carers in joint activities, however brief, which can be most valuable in promoting children's learning.

The school places great emphasis on the development of children's reading. Much homework will, therefore, support this aim. It is expected that, at Key Stage 1 in particular, homework should mainly consist of regular reading practice and looking at books together. Government guidelines indicate that all children of primary school age should either read to their parents or carers, read independently, or hear someone else read to them for 10-20 minutes every day.

Guidance for helping children with reading is supported through termly curriculum leaflets, parent consultations, parent workshops, reading leaflets available at parent consultations.

Other English based homework will involve the learning of selected spellings and phonic sounds. Maths based homework will involve the learning of number bonds, multiplication and division tables, mental mathematical skills, as well as more formal mathematical exercises as the children grow older.

Additionally older children will be asked from time to time to complete assignments which involve:

- researching for information
- reading in preparation for lessons
- preparing oral presentations
- developing a project over time
- other forms of extended writing/DT/art tasks

It is not always appropriate to set as homework the completion of a writing task begun in a lesson, as this may impose unequal demands upon the children.

Children in Years 1 to 6 are set extended homework tasks either once or twice per year, aimed at developing skills, including time management which is increasingly important as children move on to secondary school. The homework is based on the theme for the term .e.g. The Romans or Tudor England in history, Water or Weather in geography and science. The homework may be presented creatively in a wide variety of ways using differing skills e.g. through writing, power-point, animation, model making etc. Children then present their project to the rest of the class and parents are invited to an exhibition of the projects where the child talks about their work and their learning. Children are then encouraged to develop a further skill in their next homework project e.g. a year 6 child was encouraged to produce a written project to extend his writing skills successfully.

It is important that the children should be aware of a regular pattern with their homework so that they can establish a routine to deal with it. It might be added that this could also be beneficial to teachers and parents and carers. However, it is important that homework is relevant and meaningful for the children and not just handed out 'for the sake of it'.

### **How much time?**

Recommended time allocations are as follows (please note, this is a guide and will vary over the course of the school year, depending on other factors, e.g. SATs preparation for Year 6, Summer production for juniors, extended homework projects etc):

Reception	1 hour/week	Reading, phonics and other English and maths skills
Years 1 and 2	1 hour/week	Reading, spellings, phonics, other English and maths skills - developed through project tasks
Years 3 and 4	1.5 hours/week	Reading, spellings, phonics, other English skills, times table & division knowledge and mental number skills  Assignments in other subjects that develop a range of skills that transcend a range of subjects including English and maths
Years 5 and 6	2.5 hours/week	Reading, spellings, phonics, other English skills, times table & division knowledge and mental number skills  Regular weekly schedule with continued emphasis on English and maths but also ranging widely over the curriculum

It is suggested that, where the homework activity on a particular day is something other than reading, children should still be encouraged to spend at least 20 minutes reading, though less at KS1.

### **Special Educational Needs and Disabilities**

It is important that a balance is struck between providing specialised tasks for children with Special Educational Needs and Disabilities whilst also enabling them to do work which is common to others in the class. Special consideration would be required in this area, with the additional involvement where necessary of the Special Needs Coordinator and the parents of the child. Homework for such children should, therefore, follow closely the advice and guidance contained in any IEP that a child may have. Tasks should:

- have a clear focus and time guideline
- give plenty of opportunities for pupils to succeed
- help develop social, as well as, other skills where necessary
- be varied, and not purely written assignments
- be manageable for teachers
- be relevant and meaningful for the child

### **Who will plan and coordinate the homework schedule?**

Class teachers will be responsible for ensuring that the demands of homework are manageable for pupils and parents/carers on a day to day basis, and that a regular pattern is established with particular emphasis on developing a wide range of skills, not least English and maths.

They will also monitor the demands on pupils to ensure that they are as even and balanced as possible.

### **The role of parents and carers in supporting pupils**

By sending their children to The Mosley Academy, parents and carers are agreeing to encourage and support their children with any tasks set by teachers as homework. In practical terms, the school would wish that parents and carers:

- provide a reasonably peaceful, suitable place in which the children can do their homework either alone or, more often for younger children, together with an adult
- make it clear to children that they value homework, and support the school in explaining how it can help their learning
- encourage pupils and praise them when they have completed their homework

The school will, wherever possible, seek to involve parents and carers in joint homework activities, particularly for younger children.

### **Feedback for pupils, parents or carers and teachers**

Where homework is done together with adults, children will often receive immediate feedback on what they are doing. In the case of work they do on their own the school will provide feedback through class work, tests, or individual teacher comments. Children may be asked to review their own work in small groups. Green cards, stickers and team points will be given as rewards for children who complete their homework activities.

### **Monitoring and evaluating arrangements**

This policy will be monitored and reviewed annually and its effectiveness in contributing to children's progress and their attitude to learning evaluated.

Headteacher  
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