



Homework Policy

1 Introduction

- 1.1** 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.

2 Rationale for homework

- 2.1** There are a range of opinions around the importance and effectiveness of homework. Recent research (John Hattie - 'Visible learning') gives clear evidence that the positive impact of homework for primary school children is negligible. However, well-planned, relevant, regular, short activities can support learning done at school.
- 2.2** Our Trust has decided to continue to set homework but in a way that best utilises the time for both teachers and families, using it as a tool to preview and consolidate learning.
- 2.3** We see homework as an 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 homework is one of the ways in which children can acquire the skill of independent learning.
- 2.4** We 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 pupils. We are well aware that children spend more time at home than at school and we believe they develop their interests and skills to the full only when parents encourage them to make maximum use of the opportunities available outside school.

3 Aims and objectives

- 3.1** The aims and objectives of homework within our Trust are:
- a)** to help pupils develop the skills of an independent learner;
 - b)** to promote cooperation between home and school in supporting each child's learning;
 - c)** to preview forthcoming learning;
 - d)** to provide educational experiences not possible in school;
 - e)** to consolidate and reinforce the learning done in school and to allow children to practice skills taught in lessons;
 - f)** to help children develop good work habits for the future.

4 Homework schedule

- 4.1** We set a variety of homework activities. These can be separated into on-going homework activities and specific pieces related to work being studied in class. The homework schedule is set out in **APPENDIX A**
- 4.2** On-going homework might include spellings (and or) handwriting and reading. We set this homework routinely and allows children to consolidate and reinforce the learning done in school through practice at home. Homework may be commented on in the child's end of year report.

4.3 Examples of specific work would include asking children to find and collect things that we then use in science lessons and independent research activities (for instance on an aspect of Tudor life). Occasionally we may ask children to take work home that they have started in school, when we believe that they could benefit from spending further time on it. When we ask children to study a topic, or to research a particular subject, we encourage them to use not only the school library but also the local library, as well as the Internet. We also set homework as a means of helping the children to revise for examinations as well as to ensure that prior learning has been understood.

5 Amount of homework and timescales

5.1 As they move through the school, we increase the amount of homework that we give the children.

5.2 We give all our pupils, except for nursery children, an age appropriate reading diary and the parent or carer is encouraged to record which book their child brings home to share and can make a comment if they wish.

5.3 Reading is ongoing homework and should be practised each night. Daily reading is the single most important home learning that children can do and studies show that it has the most impact on academic achievement. It is the Trust's expectation that **all children read every night**. This can take the form of reading aloud, silent reading or being read to.

6 Inclusion and homework

6.1 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. We value and celebrate the cultural diversity of our pupils and their families and we appreciate the enrichment that this brings.

7 The role of parents

7.1 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 their child to complete the homework tasks that are set. One of the points on our mission statement 'Pegasus people' encourages children to 'strive to be independent learners' and we believe that this extends to homework too. We ask that parents encourage their children to 'have a go' before helping them. Parents should provide children with the sort of environment that allows children to do their best. They can support their child by providing a good working space at home, by enabling their child to visit the library regularly and by discussing the work that their child is doing.

7.2 We ask parents to check the home-school diary at least once a week and to sign it as requested. Parents of younger children often sign the home-school reading diary on a daily basis as they share books with their child. Reading diaries will be acknowledged by a member of staff on a weekly basis.

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

8 Use of ICT

- 8.1** 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 out something that has been written by somebody else.
- 8.2** There are many websites containing educational material which can have a powerful effect on children's learning which can be used to supplement learning undertaken in our schools. Parents are advised always to supervise their child's access to the Internet. Pegasus has subscriptions to a number of educational web sites and these are listed on our [online learning page](#) on the Trust's website
- 8.3** Some year groups now use 'Google Classroom' to distribute work in order to reduce the use of paper and to monitor which children are engaging with the homework. This is decision made locally by schools and year groups. Children can use their normal log in details, in the front of their reading diaries, to log in to Google Classroom and full training is given for children before work is posted on that platform.

9. Encouragement to complete homework

- 9.1** Notwithstanding the research referred to in section 2, when staff set homework we expect it to be interesting and relevant. Consequently, we expect it to be completed. We ask that parents and carers support us in this.
- 9.2** When homework is completed, we expect our staff to acknowledge this. Acknowledgement may be in the form of a comment, a sticker, recognition in class or assembly or perhaps putting the pieces of work on display in the classroom or communal areas. There is no expectation for teachers to provide written feedback on homework.
- 9.3** When homework is not completed, we ENCOURAGE families to catch up. We DO NOT use our behaviour system to sanction children for non-completion of homework. However, teaching staff may set time aside to support children by giving them additional opportunities to read in school.

10 Monitoring and review

- 10.1** It is the responsibility of our Board of Directors to agree all Trust policies. Revisions are undertaken by Executive Headteachers or SLT and are noted in the footer of the document.
- 10.2** This policy will be reviewed as required and a description of the changes made in section 11

11 Revision history

Date changes made	Brief description of change
October 2022	<ul style="list-style-type: none"> • 8.3 updated to remove references to USB key and refer to new practice in 'Google classroom' • Hyperlink included at 8.2 to the Trust's online learning page • Appendix A updated to include references to E-Collins ('Big cat')

APPENDIX A

Previewing: In all subjects, children may be given work to introduce them to forthcoming studies. This may include research and the opportunity to preview important content and build critical background knowledge.									
	Nursery	Reception	Year 1	Year 2		Year 3	Year 4	Year 5	Year 6
Ongoing homework	Daily reading (approximately 15 minutes per day) choice from class library	Daily reading (approximately 15 minutes per day) teacher choice from class library or reading online with BUG CLUB & E-Collins	Daily reading (approximately 15 minutes per day) teacher choice from class library or reading online with BUG CLUB & E-Collins	Daily reading (approximately 15 minutes per day) teacher choice from class library or reading online with BUG CLUB & E-Collins Spelling activities, when required, will be sent home.	Literacy	Previewing sheets – ‘Next week we will be studying’ Spelling lists made available	Previewing sheets - ‘Next week we will be studying’ Spelling lists made available	Previewing sheets - ‘Next week we will be studying’ Spelling lists made available	Grammar, vocabulary or SATs comprehension activity as required. Spelling lists made available
					Numeracy	1000 points on ‘Mathletics’. Occasional practice or preview sheets.	1000 points on ‘Mathletics’. Occasional practice or preview sheets.	1000 points on ‘Mathletics’. Occasional practice or preview sheets.	1000 points on ‘Mathletics’. SATs practice & revision or preview sheets.
Specific homework	None	None	Children can choose homework from a list of suggested activities based on the topic being studied which may include some maths activities	Children can choose homework from a list of suggested activities based on the topic being studied which may include some maths activities	Reading	Daily reading and recording in reading diary	Daily reading and recording in reading diary.	Daily reading and recording in reading diary	Daily reading and recording in reading diary
					Thematic	Children can choose homework from a list of suggested activities based on the topic being studied	Children can choose homework from a list of suggested activities based on the topic being studied	Children can choose homework from a list of suggested activities based on the topic being studied	Children can choose homework from a list of suggested activities based on the topic being studied