



Hyde Park Schools

Homework Policy

Policy History

Policy Version	Change Author	Governor Adoption Date	Next Review Date
1	MD, YJ	January 2023	January 2024
w	MD		January 2028

Homework Policy – Hyde Park Schools

Rationale

Hyde Park Schools believe that education is a life-long process, and that homework is an essential part of pupils' learning. In line with National Curriculum requirements, homework is set, and children are encouraged to establish good homework habits from the beginning of their school life.

A child's education does not cease when they leave our school premises; learning at home is an essential part of good education.

Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons.

Homework is set regularly as a means of reinforcing and extending learning.

Homework is adapted to meet the needs of individual pupils.

Homework should be understood by pupils and parents and not be seen as an onerous task.

Definition

Homework is defined as work set by the teacher to be done at home, either by the child alone or with the support of an older sibling, parent or carer. The main focus of homework will be English and Mathematics, with occasional tasks to extend and enhance learning across the curriculum.

Homework may include:

- Reading: independent, shared or paired reading, with activities to reinforce comprehension and understanding of texts.
- Spellings and vocabulary extension: learning sounds and spellings; applying spelling rules and patterns.
- Research into curriculum topics to prepare for, extend, consolidate or follow up classwork.
- Learning number facts and practising calculations, including problem solving (e.g. multiplication tables, number bonds).
- Written assignments in English and Maths.
- Handwriting practice.
- Topic-based tasks to extend classwork.

Entitlement

All children are entitled to have homework set by their teacher which is matched to their ability and needs. Parents are entitled to share in the learning of their child.

Through a variety of activities and approaches to homework we aim to:

- Raise standards in all curriculum areas, particularly basic skills in Maths and English.

- Create a sound partnership between parents and teachers.
- Consolidate pupils' skills, knowledge and understanding.
- Improve pupils' attitudes to learning and independent study.
- Ensure homework is accessible to all pupils, including those with SEND, through appropriate scaffolding and support.

Intent

We see the purpose of homework as being to:

- Develop an effective partnership between school and parents.
- Consolidate and reinforce skills and understanding, supported by research from the Education Endowment Foundation.
- Extend school learning.
- Develop confidence, independence and self-discipline for personal study.
- Provide opportunities for parents and children to enjoy learning together.

From the Early Years, simple games, learning spellings, and reading with parents provide valuable opportunities for practising key skills. As children get older, they should develop the habit of regularly devoting short periods of time to personal study.

All children are expected to take part in a variety of homework tasks to enhance and support their classwork.

This homework policy is designed to:

- Ensure consistency of approach throughout the school.
- Promote progression towards independence and responsibility.
- Ensure parents/carers understand expectations for themselves and pupils.

The emphasis of homework is on skill development across all subjects. From time to time, children will have subject-specific tasks to deepen understanding. Activities are assigned based on teachers' expectations and curriculum content.

Regular reading is vital and an expectation of the school.

Expectations and guidance

Homework engagement and attainment will be monitored weekly by class teachers and discussed in year team planning meetings. Pupils may receive targeted help following this monitoring or else it may contribute to whole class teaching.

If engagement is too low, in the first instance class teachers will make contact with parents or guardians. Should there be no improvement, the team leader will make contact with parents or

guardians. Should there be no improvement, the Head of School will then make contact with parents of guardians.

Impact

From regular homework completion, we expect:

- Teachers to gain evidence of independent learning and understanding.
- Parents to feel more involved in their child's education.
- Pupils to develop independent learning and organisational skills.
- Pupils to gain a more secure grasp of class content.
- Homework will contribute to pupils' readiness for the next stage of education, including transition to secondary school.

Implementation

Homework	EYFS	KS1 - Doodle activities should take only 3 lots of 10-15 minutes per week	KS2 – Doodle activities should only take 3 lots of 20 minutes per week
Reading	<p>Daily phonics reading in accordance with the books brought home as part of the RWI programme.</p> <p>Children’s phonic and reading for pleasure books should be read each day with pupils and returned to school daily.</p> <p>Reading done at home should be recorded in pupils’ reading logs, which should be kept in pupils’ bags.</p>	<p>Children’s phonic and reading for pleasure books should be read at least three times per week with pupils and returned to school daily.</p> <p>Reading done at home should be recorded in pupils’ reading logs, which should be kept in pupils’ bags.</p> <p>Comprehension will be a focus and children will be provided with bookmarks which support the development of comprehension in an age-appropriate manner at home.</p> <p>Any comprehension activities set on Doodle Learning.</p>	<p>Children should read a minimum of three times per week to support their development of reading fluency and expression. For some children this will be with an adult, and for more independent readers this should be checked by an adult.</p> <p>All reading undertaken at home should be recorded in the child’s reading log.</p> <p>All pupils should complete an ‘Accelerated Reader’ quiz after reading each assigned book.</p> <p>Any comprehension activities set on Doodle Learning.</p>
English	<p>Handwriting</p> <p>Spellings</p>	<p>Doodle Activities- work will be automatically marked for pupils and teachers will check both pupil engagement and performance each week.</p> <p>Spellings</p> <p>Learn weekly spellings sent home. Spellings will be in line with the weekly taught spelling pattern.</p> <p>Activities set on Doodle Spelling.</p>	
Maths	<p>Doodle Activities.</p> <p>Other Activities given by teachers</p>	<p>Weekly Doodle Activities.</p> <p>Work will be automatically marked for pupils and teachers will check both pupil engagement and performance each week.</p>	
		<p>Times Tables Rock Stars should be practised regularly, but at least once per week. Teachers will check pupil engagement and performance each week.</p> <p>Any activities set on Doodle Learning for Times Tables.</p>	

	In Year 1, children will start to learn their 2s, 5s and 10s, exploring relationships between these numbers.	In Year 2, children will move on to learning 3s, 4s and 6s exploring relationships between these numbers.	In Year 3, children will move on to their 7s, 8s, 9s and 11 times tables.	By the end of Year 4, children are expected to know all of their times tables up to 12x12.	In Years 5 and 6, children will apply their times table knowledge to related division facts and inverses, whilst working on any gaps from previous years.
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Rewards and support

Praise from both teachers and parents / Carers

Children will be rewarded in class with Alliance points for their efforts.

Pupils will have the opportunity to complete their homework during lunchtime or during homework club after school on a Friday.