



St Denys Homework Policy

September 2023

Statement of Intent

St Denys CE Infant School is a vibrant, enthusiastic, forward-thinking and safe learning environment in which pupils are given every opportunity to complete a fulfilling education.

We believe that homework plays an important part in education and the benefit of doing homework must be instilled at an early age so that independent study can be achieved.

We are also aware that pupils have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We will give careful consideration to ensuring homework is well-balanced across the school.

Through this policy, we intend to set out some expectations of what children will do for homework in different year groups, and to help parents to support their children's learning at home.

Aims

Homework can offer the children the chance to practice newly learned skills, to investigate a particular interest, and to consolidate new learning. When set and completed within the right structure, its completion undoubtedly builds self-esteem and confidence in children.

This policy aims to:

- Develop a consistent approach to homework throughout the school.
- Make sure that teaching staff, parents and pupils are aware of their responsibilities with regards to homework.
- Ensure that parents understand what is expected of their child.
- Encourage pupils to develop the responsibility and self-discipline required for independent study.
- Embed knowledge and support pupils' learning experiences via revision and reinforcement.
- Work with parents and involve them in their child's learning, and to keep them informed about the work their child is undertaking.
- Use homework as a tool for raising standards of attainment.
- Extend learning beyond the classroom.
- Give pupils further practise and a deeper understanding of skills, knowledge and concepts learned during the school day.

1. Legal framework

This policy has due regard to all relevant statutory and good practice guidance including, but not limited to, the following:

- DfE (2019) 'Ways to reduce workload in your school(s)'
- Ofsted (2022) 'School inspection handbook'
- Ofsted (2022) 'School monitoring handbook'

This policy operates in conjunction with the following school policies:

- Pupil Feedback Policy
- Teaching and Learning Policy
- Parent Code of Conduct
- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Attendance and Absence Policy

2. Roles and responsibilities

The headteacher and governing board will be responsible for:

- Monitoring the effectiveness of this policy.
- Reviewing this policy bi-annually and making appropriate updates as required.
- Discussing with staff the extent to which this policy is being implemented.
- Meeting with parents and discussing the impact of homework as appropriate.
- Providing parents with information about homework.
- Informing new parents about this policy.
- Monitoring the effectiveness of inclusivity and accessibility of homework.

Teachers will be responsible for:

- Planning and setting up a regular programme of homework for pupils.
- Providing an explanation of homework tasks and ensuring that all pupils understand what they have to do.
- Ensuring all homework is purposeful and links directly to the curriculum.
- Setting homework that is appropriate to pupils' abilities.
- Monitoring homework regularly and making sure pupils are completing it.
- Communicating with parents if there is a problem regarding homework.
- Being available to parents and pupils for a discussion about homework.
- Setting homework that is consistent across classes.
- Ensuring homework takes equal opportunities into account and that the needs of pupils with disabilities are considered.
- Rewarding quality work and praising pupils who regularly complete homework.

Parents will be responsible for:

- Supporting and encouraging their child with regards to completing homework.
- Becoming involved in their child's homework and encouraging their child to have a positive attitude towards it.
- Making sure that their child completes homework to a high standard and on time.
- Providing suitable conditions and resources for their child to complete homework.
- Informing teachers of any issues that may arise and co-operating with the school to find a solution.
- Keeping the school informed of any change in circumstances which may affect their child's learning and ability to complete homework effectively.
- Encouraging their child to discuss homework and feedback from teachers.

Pupils will be responsible for:

- Taking responsibility for their own learning and submitting completed work in a timely manner.
- Having a positive approach towards homework.
- Putting the same effort into homework as class work.
- Making sure they understand the tasks that have been set and seeking clarification if required.
- Ensuring that they have everything they need to complete homework and returning to school all books and stationery needed to complete their homework.
- Taking pride in the presentation and content of their homework and performing to the best of their abilities.

3. The general principles of home learning

- As the children at our school are young (4-7 years old), there is an emphasis on collaborative learning. They will learn best when an adult is available to support them.
- 'Little and often' is better than completing everything in one long session. It is better for the children to spend 10 minutes on homework daily than spending more than an hour on a day at the weekend. Children will also be more willing to come back to work with you again the next day if you have set the clear expectation that the activities will be short.
- Think about the environment – does your child have a quiet, calm space to do their homework? Have you turned the television off? Are there any other distractions you could remove?
- Praise, praise, praise – at this age, it is important to harness the children's natural enthusiasm to learn. Make sure they know how impressed you are with them.

4. The school's approach to homework

The school understands that setting, marking and providing feedback on homework is a large contributor to the workload of teachers; therefore, teachers will ensure that homework is only set to positively impact pupils' progress.

Prior to homework being set, teachers will ask themselves, 'Why am I setting this homework?' and 'How will this homework be useful to the pupil?' If the answers to these

questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the homework is necessary.

Teachers will explain the school's approach to homework to parents at the 'Meet the Teacher' evening in September.

Each year group will regularly be informed of what is expected of them with regards to homework. This information will be relayed to parents/carers via the Class Page on Class Dojo and also via Weduc.

Pupils will receive homework on a weekly/fortnightly basis which will be returned at the time and date as specified by the class teacher.

The amount of homework set for pupils will increase as they progress through their education.

Teachers will occasionally set extra homework for the whole class if they deem it beneficial.

5. Homework Tasks

EYFS

Phonics: New GPCs (sounds) taught will be uploaded weekly to Class Dojo alongside the accompanying letter formation rhyme where appropriate for the children to practise recognising and writing correctly at home.

Reading: Children will bring home a sharing book from the school library until October half term. After half term when children are more confident with their phonic sounds they will also bring home a phonetically decodable reading book matched to their current phonics phase.

Spellings: New tricky words taught will be uploaded to Class Dojo each week. Please practise reading and spelling them twice a week (this should take no more than 10 minutes).

Doodle Maths: We have created an account for this app for every child. Teachers will set 'assignments' fortnightly for your child to complete. Assignments will be based around learning that has happened in the classroom to aid retrieval and consolidation. Once your child has completed their 'assignment', they can complete their 'Daily 5' task. Here, children will answer maths questions and complete learning tasks to earn stars and play games.

Year 1

Phonics: At the start of Year 1 phonics mats will be uploaded to Class Dojo showing all of the graphemes that will be reviewed and taught throughout the year. A letter formation guide will also be included.

Reading: Each reading book that your child brings home will highlight inside the front cover any focus graphemes and tricky words. Please look at these with your child before they read their book. Please read the same book with your child 3 times a week, for no more than 20 minutes at a time. We will change your child's book once a week, however their book needs to be in their book bag **every** day. Home reading should be recorded using the Boom Reader app. For support with reading at home please see the reading section on our school website: <https://www.stdenysschool.com/reading-and-phonics-support-for-parents/>

Spellings: At the start of Year 1 a list of words to practise throughout the year will be uploaded to Class Dojo. New tricky words will be taught each week and then uploaded to Class Dojo. The children will need to practise reading and spelling these words correctly. The words will be repeated throughout the year to ensure the children have learned them and are able to spell and use them within a sentence.

Doodle Maths: We have created an account for this app for every child. Teachers will set 'assignments' fortnightly for your child to complete. Assignments will be based around learning that has happened in the classroom to aid retrieval and consolidation. Once your child has completed their 'assignment', they can complete their 'Daily 5' task. Here, children will answer maths questions and complete learning tasks to earn stars and play games.

Year 2

Phonics: At the start of Year 2 a Phase 5 phonics mat will be uploaded to Class Dojo showing all of the graphemes that will be reviewed during the first half term.

Reading: Each reading book that your child brings home will highlight inside the front cover any focus graphemes and tricky words. Please look at these with your child before they read their book. This may look slightly different once your child reads books which are beyond our phonics teaching programme. Please read the same book with your child 3 times a week, for no more than 20 minutes at a time. We will change your child's book once a week, however their book needs to be in their book bag **every** day. Home reading should be recorded using the Boom Reader app. For support with reading at home please see the reading section on our school website: <https://www.stdenysschool.com/reading-and-phonics-support-for-parents/>

Spellings: At the start of Year 2 a list of words to practise throughout the year will be uploaded to Class Dojo. New words will be introduced each week in line with our spelling programme and then uploaded to Class Dojo. The children will need to practise reading and spelling these words correctly. The words will be repeated throughout the year to ensure the children have learned them and are able to spell and use them within a sentence.

Doodle Maths: We have created an account for this app for every child. Teachers will set 'assignments' fortnightly for your child to complete. Assignments will be based around learning that has happened in the classroom to aid retrieval and consolidation. Once your child has completed their 'assignment', they can complete their 'Daily 5' task. Here, children will answer maths questions and complete learning tasks to earn stars and play games.

6. Absences

If a pupil is absent from school due to illness or medical reasons, the school will not supply work for these periods – pupils should be well enough to undertake any work supplied.

There may be exceptions to the above and the classroom teacher will decide whether homework should be set on a case-by-case basis.

If a pupil is absent for a long period of time, the teacher and the parents of the pupil will agree on what should be done and how much help should be provided.

Catch-up support may be provided to absent pupils in order to help them catch-up with homework. This is determined on a case-by-case basis.

Absences when homework is set and due will be managed in line with the school's Attendance and Absence Policy.

7. Pupils who fail to complete homework

As a school we agree with all of the principles laid out above, but we don't want to see homework come to dominate the children's home lives. We know that all learning is best when children's natural curiosity and desire to learn leads the way.

As such, we have structured our approach to homework to make it an enjoyable, shared experience for children and families. However, we accept that sometimes you will be doing other enriching activities with your children – cooking, sports, or family days out for instance –and so it won't be possible to complete the homework every week.

We hope that children will be motivated by the incentives in school, and by enjoyment of the tasks; children will not be punished if they fail to complete work. However, we will monitor children's engagement with home learning discreetly, and if a child consistently fails to engage in the tasks we will discuss this with the child and parents.

There will be a certificate awarded for the class with the highest percentage of children in the 'green zone' on Doodle Maths each week.

8. Pupils with SEND

At St Denys CE Infant School, we recognise that students with special educational needs and disabilities (SEND) may require differentiated or alternative homework tasks that are specific to their individual needs. Where possible, we will encourage children with SEND to complete the homework set out above, as it is important that they have the same opportunities as all children at St Denys. A balanced amount of the right type of homework will be set for children with SEND, in consultation with parents, class teachers and the SEND Co-Ordinator.

Adaptations to homework for children with SEND may include:

- Additional/ Differentiated reading books sent home.
- Differentiated spelling or 'key' words to learn in accordance with children's learning plans. There may be less words to learn each week and/ or some words may be repeated more often for consolidation. Teachers may ask children to focus on reading 'key' words first before moving on to spelling them.
- Differentiated/ fewer spellings to learn each week. Some children may benefit from having less spellings to learn each week or having a longer time period to learn them. Words in spelling lists may be repeated for consolidation.
- Handwriting/ fine motor skills activities which could include letter formation or handwriting packs.
- Phonics – teachers may highlight specific sounds (phonemes) that children have been learning during the week for extra practice at home. Teachers may also signpost parents to additional resources to consolidate phonics learning.

- Maths – Doodle Maths finds an appropriate level for your child to work within, so children with SEND should be able to access the activities on Doodle Maths. If there are any concerns with this, parents should speak to their child's class teacher.

Pupils with SEND will be supported in accordance with the school's SEND Policy.

9. How parents can support this policy

- Provide somewhere peaceful for children to work without distractions
- Provide a suitable place for working
- Support the school in explaining that homework is valued and aids learning
- Encourage pupils and praise them when homework is completed
- Let the teacher know of any issues or difficulties
- Take time to listen to your child.
- Encourage their interest and praise their efforts.
- Help your child to understand the meaning of words.
- Help your child to use a picture or first dictionary, thesaurus or encyclopedia.
- Ensure that they have a range of appropriate writing and drawing equipment for expressing their ideas.

10. Equal opportunities

The school will ensure that it provides the full range of opportunities for all pupils, regardless of gender, sex, disability, sexual orientation, ethnicity and social, cultural or religious background.

All pupils will have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability.

11. Monitoring and review

This policy is reviewed annually by the headteacher.

Any updates to this policy will be shared with parents, pupils and staff.

The scheduled review date for this policy is September, 2024.

St Denys Homework Overview

	EYFS	YEAR ONE	YEAR TWO
Phonics	<p>Practise recognising and saying the new GPCs (sounds) uploaded to Class Dojo each week.</p> <p>Practise writing the corresponding grapheme correctly using the letter formation phrase.</p>	Practise reading the new graphemes uploaded to Class Dojo each week.	
Reading	<p>After October half term children will bring home a reading book once a week. This is to be read at home 3 times. Do not read more than 20 minutes at a time.</p> <p>Children will also bring home a 'sharing' book from the school library.</p>	<p>Children will bring home a reading book once a week. This is to be read at home 3 times. Do not read more than 20 minutes at a time.</p> <p>Children will also bring home a 'sharing' book from the school library.</p>	<p>Children will bring home a reading book once a week. This is to be read at home 3 times. Do not read more than 20 minutes at a time.</p> <p>Children will also bring home a 'sharing' book from the school library.</p>
Spelling	<p>Practise reading new tricky words with your child twice a week.</p> <p>Children will be introduced to spelling words from the spring term.</p>	Practise reading and spelling new tricky words with your child twice a week.	Practise reading and spelling new words with your child twice a week.
Maths	<p>Assignments will be set by the class teacher fortnightly.</p> <p>Once your child has completed their 'assignment', they can complete their 'Daily 5' task.</p>	<p>Assignments will be set by the class teacher fortnightly.</p> <p>Once your child has completed their 'assignment', they can complete their 'Daily 5' task.</p>	<p>Assignments will be set by the class teacher fortnightly.</p> <p>Once your child has completed their 'assignment', they can complete their 'Daily 5' task.</p>