



The Vineyard Home Learning (Homework) Policy

INTRODUCTION AND AIMS

Our aim is to offer a manageable and effective programme of home learning to our pupils. We recognise the need to protect their mental health and well-being and believe that, at the end of a long school day (often extended by after-school clubs), children should be given the opportunity for adequate rest and 'down time'. This ensures that they can start the following day refreshed and ready to work.

If correctly understood and managed by teachers, pupils and parents, homework should contribute to the learning experience and instil good work habits for the future.

PURPOSES AND TYPES OF HOMEWORK

The purpose and type of homework will develop as a pupil moves through the school. This policy is designed to set out clear guidelines and to ensure an overall consistency of approach throughout the school.

The main purposes of homework are to:

- reinforce, consolidate or complete learning
- provide opportunities for pupils to practise or apply learning which has already taken place
- in the classroom – homework gives younger children the opportunity to 'show-off' at home what they have learnt at school
- assess the degree of understanding of class work
- provide time to memorise/practise/apply spellings, tables, number bonds and vocabulary
- encourage and develop independent study habits, organisational skills and self-discipline at home – ie give pupils experience of working on their own, and develop in them a sense of responsibility for, and commitment to, their own learning
- provide time for pupils to respond to feedback

Research suggests that short, reinforcement tasks are usually the most effective and that certain types of homework tasks for primary aged children are of little or no value. <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/>

http://www.ascd.org/ascd/pdf/books/vatterott2009_samples.pdf

The 'Going for Great!' platform provides children with a menu of purposeful home learning activities developing a wide range of skills that are linked to a specific themes. This places greater emphasis on certain elements; weekly spellings, Learn-Its and reading - the key skills our children require to be successful in primary school and beyond.

In order for spellings/vocabulary/tables, etc., to be learnt properly, it is necessary for learning and reinforcement to take place over a period of time – this will help to commit them to memory. For example, spellings 'learnt' the night before a test are unlikely to be retained. Ideally, a few minutes should be spent on them each night, using the 'Look, Say, Cover, Write, Check' method or the Spelling Shed app.

Applying spellings/vocabulary/number facts in context is also a good way of committing them to memory. Some SEND and EAL pupils, in particular, will benefit from specific 'pre-teaching' homework, such as the provision of topic vocabulary prior to starting a new unit of work.

We expect pupils to be able to complete homework tasks independently (even where the tasks are challenging). If this is not the case, then the school needs to be informed.

Clear guidelines about structure and success criteria will be set out by the teacher from the outset, and appropriate websites suggested, so that pupils may complete the work independently and without parental help.

Reading

The value of reading regularly cannot be overstated, and there is a wealth of evidence associating daily reading – and/or being read to – in childhood with a number of academic and economic advantages in later life. Daily reading (or sharing a book) is therefore a ‘non-negotiable’.

If homework tasks are getting in the way of reading, then this needs to be raised with the school. Similarly, teachers and librarians should be consulted for suggestions of suitable reading matter for reluctant readers.

Rather than assisting their children with homework (children should be able to complete tasks unaided), parents are encouraged to read with/to their younger children and to discuss with older children what they have been reading.

Recording Reading

- In Reception and Key Stage 1, parents are asked to record daily reading in the Reading Record.
- Key Stage 2 is a time of transition. To begin with, in Year 3, the pupil or their parent should note the book title and pages read every day. Some pupils might like to write a brief synopsis of the content read. Once a child is a fluent, avid reader, rather than recording daily reading, they will be permitted to simply keep a list of books read in the Reading Record section of the Pupil Planner alongside how long they have spent reading at home for. For some children this will start in Year 4.
- In Years 5 and 6, pupils are required to record books read in the Reading Record section of the Planner alongside how long they have spent reading at home for.

Quantity of homework

The tables below provide a guideline for parents and pupils about how long should be spent on weekly homework.

YEAR	Activity - Non-Negotiable	Optional	Resources
Rec	Daily reading either with/ to the child (10+ mins) Daily phonics practice (5+ mins) Daily Early ‘Learn its’ (5+ mins)	Half –Termly ‘Going for Great’ grids 20 + mins weekly (optional)	Spelling Shed App TT Rock Stars App
Year 1	Daily reading (10+ mins) Daily phonics practice (5+ mins) Daily ‘Learn its’ (5+ mins) Spelling list sent home each week	Half –Termly ‘Going for Great’ grids 20 + mins weekly (optional)	Spelling Shed App TT Rock Stars App
Year 2	Daily reading (15+ mins) Daily ‘Learn its’ (5+ mins) Time Tables (5 + mins) Spelling list sent home each week	Half –Termly ‘Going for Great’ grids 20 + mins weekly (optional)	Spelling Shed App TT Rock Stars App
Year 3	Daily reading (20+ mins) Daily ‘Learn its’ (5+ mins) Time Tables (10 + mins) Spelling list sent home each week	Half –Termly ‘Going for Great’ grids 30 + mins weekly (optional)	Spelling Shed App TT Rock Stars App
Year 4	Daily reading (20+ mins) Daily ‘Learn its’ (5+ mins) Time Tables (10 + mins) Spelling list sent home each week	Half –Termly ‘Going for Great’ grids 40 + mins weekly (optional)	Spelling Shed App TT Rock Stars App

Year 5	Daily reading (30-40+ mins) Daily 'Learn its' (10+ mins) Time Tables (10 + mins) Spelling list sent home each week	Half –Termly 'Going for Great' grids 50 + mins weekly (optional)	Spelling Shed App TT Rock Stars App
Year 6	Daily reading (30-40+ mins) Daily 'Learn its' (10+ mins) Time Tables (10 + mins) Spelling list sent home each week	Half –Termly 'Going for Great' grids 60 + mins weekly (optional)	Spelling Shed App TT Rock Stars App

COMMUNICATION

In order for this policy to work effectively and for homework to be a positive and worthwhile exercise, open communication and honesty are essential between parents, pupils and the school.

All pupils have a reading record/ Pupil Planner and pupils in Years 3-6 are expected to use this to make a note of homework completed. In addition, teachers will communicate homework tasks digitally, via the relevant online platform: either Spelling Shed, TT Rockstars. Parents unsure where to find homework should look at the reading record/ Pupil Planner.

In Reception – Y2, expectations about homework will be shared with parents at the start of the academic year. Parents are requested to record daily reading in the Reading Record. The teacher will make clear the date/day by which homework should be completed. This will usually be consistent from week to week. If a pupil is unable to meet a homework deadline for a good reason, parents should contact the teacher to let them know, as they will usually agree another deadline for the homework.

Pupils are expected to work for no longer than the allotted time. If work is not completed within this time, parents/carers should tell the child to stop working and then inform the teacher the next day.

As stated above, children should be able to complete all homework tasks independently. If assistance has been given, then teachers need to know this.

The school offers supervised homework club after school for pupils. These provide a quiet place and time for pupils to complete homework in school, and may be useful for families who, for whatever reason, may find getting homework done at home difficult.

Holiday Homework

Pupils are encouraged to continue to read (and/or be read to) daily and to practise number bonds/tables, specific holiday homework will not be provided by teachers.

Visits to museums, galleries and places of interest are encouraged, though, to supplement the work that your child does in school. The following fun activities also constitute useful holiday 'homework':

- Talk about surroundings, including culture, language, similarities and differences to the UK/London
- Find out more about the place(s) visited
- Look at guides/maps for the place visited
- Share stories about the place visited - e.g. Greek myths if visiting Greece
- Read a book set in the place visited
- Gain new experiences through sport, leisure or culture and discuss these experiences
- Taste new foods
- Learn basic words and phrases in a new language
- Keep a holiday diary with collected entrance tickets, photos and other memorabilia
- Solve real-life mathematical problems - e.g. convert between British and foreign currencies;
- compare times of day/time zone difference; work out distances travelled; work out how

- much a bill might cost in a restaurant and how much to tip
- Follow recipes – including weighing out the ingredients
- Play board games
- Write letters or postcards.

ROLES AND RESPONSIBILITIES

In order for homework to be a useful and effective activity, pupils, teachers and parents must all be aware of and agree to their roles and responsibilities.

Pupils:

- To read (or be read to) daily
- To bring the reading record / Pupil Planner into school everyday
- To write down in the Planner the details about homework completed (Years 3-6 only)
- Take home everything required to complete the homework
- To remember to use any notes, resources, success criteria or class work provided by the teacher to assist with the completion of the task
- To concentrate and persevere for the required amount of time
- To request a parent/carer to sign the Reading Record / Planner
- To hand in the completed homework at the appropriate time
- To note and act upon feedback (written or verbal) from the teacher.

Teachers:

- To adhere to the Homework Policy
- To check the Reading Record (Rec –Y2) daily
- To check the Pupil Planners (Y3 – Y6) daily
- To set homework tasks which are a relevant and coherent part of the work in hand
- To ensure pupils are clear about what they are required to do and by when
- To ensure that the work set is reasonable in terms of the time allocation
- To ensure that, where possible, the needs of individual pupils are taken into account, either by setting differentiated tasks, providing additional scaffolding (or challenge), or by setting tasks which allow for differentiated outcomes
- To allow sufficient time in class for homework to be explained and recorded in the Pupil Planner
- To follow the school's Marking and Feedback Policy
- To ensure homework is published online by 16.15 on the day homework is set.

Parents:

- To provide a suitable working environment and a regular routine
- To encourage and promote independent work habits
- To provide assistance during a task, if necessary, by reading aloud and questioning, but not teaching/doing the work for your child
- To ensure that the time allocation is adhered to. If a task is not completed within the time, or if there is anything the teacher should be aware of, communicate this either via email, a note on the work itself, or in the Pupil Planner (see section on Communication)
- To sign the reading record/ Pupil Planner daily to indicate that your child has worked satisfactorily for the required amount of time
- To communicate with the school if problems arise (see section on Communication)
- To inform the school of any exceptional circumstances which may impact on homework
- To establish an understanding that homework is an important and serious aspect of school life and the pupil's responsibilities.

MONITORING

Homework will form part of the body of work scrutinised by the Maths and English subject Leaders in their ongoing subject monitoring and evaluation, as well as the Director of Learning for the phase.

We hope that this policy will help to make the experience of homework a positive one for all concerned. If, however, for any reason homework is becoming problematic, parents should avoid confrontation with their child and seek advice from their child's teacher or the relevant Director of Learning.

See also: The Vineyard's Curriculum Policy, The Vineyard's Feedback and Marking Policy,

The Vineyard's Teaching and Learning Policy

This policy will be reviewed annually

Written: September 2019

Next Review: September 2020 By: Directors of Learning and Core Leadership Team