



THE ALICE SMITH SCHOOL

Homework and Home Learning - Primary Campus

Rationale

We believe that home learning, including school set 'homework', should be age and developmentally appropriate. The focus should be on 'learning at home' not extension of school. It should provide every child with that important, highly personal opportunity to have absolute focussed 1:1 attention on them and their thoughts.

There is significant research that shows homework (in the traditional sense), has little positive influence on achievement or attainment of students. In workshops at The Alice Smith School, parents and teachers reflected that homework that was not age or developmentally appropriate or of interest to the student can, in fact, have a negative impact on home relations and attitudes to learning. Parents suggested possibilities for student reluctance including: tiredness after a full day of working; parents unaware of how to support homework at home especially for students who find home learning challenging; or simply because the work interferes with other interests and needs of the child or family as a whole. However, when homework and home learning, in the wider sense, does meet each child's needs, it is valuable and appropriate. This can include, but is not limited to: reading, discussions, play, hobbies, interests, household tasks, family time etc.

Of course, there is also a place for some school-directed learning (homework) that can include reflection, research, consolidation and idea formation. At each age and stage of a child's development it is important that these learning opportunities are carefully considered, crafted and shared with both parents and students alike so that home learning always has a positive and more holistic impact on the student as a learner and the family as a whole unit.

Home learning

Home learning includes all aspects of learning outside of the school day. This includes Homework, ECAs and family time.

It is extremely important for all growing children to learn how to make choices, solve problems and follow their interests independently of adults. This may be on their own or with peers. We wholeheartedly support time for student free-play, down-time and peer interactions after school. The more time students have to spend playing, engaging in hobbies, running and cycling outside, the better this is for their long-term health and attitude to learning.

Primary students learn a great deal from interactions with parents and siblings. They mimic their actions and are motivated to be part of parent hobbies and interests.

Extra Curricular Activities - Learning outside of the school day

At The Alice Smith Primary campus we run over one hundred Extra Curricular Activities (ECAs) each week for students in Year 1 to Year 6. Many of these have been carefully designed to further enrich the skills within all areas of the curriculum. These take place daily and last for an hour after the school day. As well as this, in the second hour of ECAs, students in Years 3 - 6 also have the opportunity to join numerous teams and selective clubs. These opportunities



provide additional time for adult structured learning outside of the school day. Most of our students take part in three or more ECAs per week.

School directed home learning (homework)

Below we outline the parameters for prescribed aspects of home learning known as 'homework' for The Alice Smith School, Primary Campus.

School directed homework will:

- be personalised
- be relevant and have a genuine purpose
- be manageable and fit in easily with the restraints of each family unit
- be interesting and engaging
- be valued both at home and school (and, where appropriate, marked / shared / fed back / built on /discussed/ used) this is vital for ensuring good home/school relationships.
- further learning and develop a positive attitude towards it

- it should increase opportunities to:
 - make connections between what is learnt in school and the wider world
 - share learning with parents
 - Develop an extensive vocabulary through high level discussion and interaction
 - consolidate learning at home
- provide opportunities for parents as partners in their child's learning:
 - to see what and how their child learns
 - to see their child's attitude towards different areas of learning
 - to engage in high quality learning activities with their children
 - to expand their child's learning experiences beyond classroom restraints

Expectations for school directed homework for each year group:

The information below is a guide and should be used by class teachers to set age and developmentally appropriate homework for students.

Homework must be explained and clear for both parents and students and should be personalised.

Teachers must bear in mind the large number and wide range of [home activities](#) that Primary aged children should take part in to become healthy, happy and well rounded members of the community while planning homework activities. We highly value these and directed homework tasks could be related to these as appropriate.

When setting homework the 'directed homework' the bullet parameters listed above should be checked to ensure that they are adhered to.

Where appropriate - frequency, duration and expectations for homework are prescribed below for each year group. For further clarification a Learning and Teaching leader should be contacted.

FS1:

- reading/reading-to and discussing every day (for as long as child is motivated - approx 10-15 mins). Children bring home library books and class books weekly. They are supported to choose these themselves.
- Early Years-friendly number activities shared with parents each term.
- speaking and listening activities termly

FS2

- reading/reading-to and discussing every day (for as long as child is motivated - approx 10-20 mins). Students have both colour band books and child-chosen library books weekly.
- Early Years-friendly number activities such as playing board games and puzzles or practical activities like cooking to support Maths skills.
- spelling and/or reading words for parents to then send back when students have learnt their words

Year 1:

- reading/reading-to and discussing every day (for as long as child is motivated - approx 15 - 20 mins). Students have both colour band books and child-chosen library books weekly.
- weekly talk homework e.g. ask an adult about their favourite book
- weekly practical number activity/game based on Maths objectives taught
- spelling and/or reading words for parents to then send back when students have learnt their words

Year 2:

- reading/reading-to and discussing every day (for as long as the child is motivated - max 20 mins). Students have both colour band books and child-chosen library books weekly.
- weekly talk homework e.g. discuss why grass is green
- personalised spelling as appropriate. The number of words given, frequency and activity for this will be personalised carefully by the teacher as per the [English Policy](#).
- weekly mental Maths game/s carefully selected to develop fluency of number skills (including Learn Its) for each individual that may be either practical or electronic (eg. through Education City). Game ideas and suggestions can be found in the [Maths Curriculum Pack Page](#)

Year 3:

- 20 mins reading/reading-to every day and online Accelerated Reader quizzes once a student has finished reading a book. Each week, students will complete a short reading journal task.
- During the first half term children will take coloured book band books. From Term 1b, students will be introduced to the AR system and can take home up to 2 x 'Just Right Reader' books and up to 4 x library books each week.
- weekly talk homework e.g. why are orangutans endangered?
- personalised spelling as appropriate. The number of words given, frequency and activity for this will be personalised carefully by the teacher as per the [English Policy](#).

- 20 minutes weekly Maths activity/game carefully selected to develop number skills (including Learn Its) for each individual (must be differentiated). These learning tasks should be more mental in focus to encourage regular practise to increase fluency but context may or may not be related to in class work that may be either practical or electronic (eg. through Education City or Mathletics). Game ideas and suggestions can be found in the [Maths Curriculum Pack Page](#)
- if parents would like their children to achieve citizenship awards, they must support them with activities provided by the school in the linkbook/diary

Year 4:

- 20 mins reading/reading-to every day and online Accelerated Reader quizzes once a student has finished reading a book. Each week, students will complete a short reading journal task.
- students take home 2 x 'Just Right Reader' books and 4 x library books each week
- short, simple weekly talk homework to encourage dialogue between parent and child and increase parent understanding of they type of things their child is doing at school. No recording necessary
- Personalised spelling as appropriate. The number of words given, frequency and activity for this will be personalised carefully by the teacher as per the [English Policy](#).
- 20 minutes weekly Maths activity/game carefully selected to develop number skills (including Learn Its) for each individual (must be differentiated). These learning tasks should be more mental in focus to encourage regular practise to increase fluency but context may or may not be related to in class work that may be either practical or electronic (eg. through Education City or Mathletics). Game ideas and suggestions can be found in the [Maths Curriculum Pack Page](#).
- MFL homework activities are not set every week, they are only set when needed eg. practising a conversation they have been learning in class.
- if parents would like their children to achieve citizenship awards, they must support them with activities provided by the school in the linkbook/diary

Year 5:

- 20 mins reading/reading-to every day and online Accelerated Reader quizzes once a student has finished reading a book. Each week, students will complete a short reading journal task.
- students take home a 'Just Right Reader' book and 4 x library books each week
- short, simple weekly talk homework to encourage dialogue between parent and child, encourage deeper thinking and increase parent understanding of they type of things their child is doing at school. No recording necessary
- Personalised spelling as appropriate. The number of words given, frequency and activity for this will be personalised carefully by the teacher as per the [English Policy](#).
- 20 minutes weekly maths activity/game carefully selected to develop number skills (including Learn Its) for each individual (must be differentiated or personalised). These learning tasks should be more mental in focus to encourage regular practise to increase fluency but context may or may not be related to in class work that may be either practical or electronic (eg. through Education City or Mathletics). Game ideas and suggestions can be found in the [Maths Curriculum Pack Page](#). When appropriate in Term

2 or 3, mental maths may no longer need to be a focus and if this is the case, homework may be selected to develop confidence and consolidation of class learning. Consider each student individually.

- weekly reading & oral MFL language development for children who are ready (max 5 mins per night). Teachers can extend this where parents (or students) directly request.
- if parents would like their children to achieve citizenship awards, they must support them with activities provided by the school in the linkbook/diary

Year 6:

- Daily reading. Discussing / analysing / reviewing texts with a parent regularly. This will include roughly three online Accelerated reading quizzes per half term.
- students take home 1 x 'Just Right Reader' book and 5 x library books each week
- Personalised spelling as appropriate. The number of words given, frequency and activity for this will be personalised carefully by the teacher as per the [English Policy](#).
- 20 minutes weekly maths activity carefully selected to develop fluency, confidence and for consolidation. If a child needs to acquire basic number facts (including Learn Its), this should be reflected within their homework task.
- weekly oral, reading or writing MFL homework (max 5/10 mins per night)
- Year 6 Challenge award - parents support with activities provided by the school (see Y6 challenge leader for further information)

Sharing Homework with parents:

- EYFS to Year 6 - homework is to be shared in homework book, folders or diaries
- in Y2-6 homework will be completed in homework books, where appropriate
- Year 5 & 6 may set homework on Google Classroom but a note will be in the diary or homework books/folder.
- any homework set online should be limited to 20 mins screen time (all teacher set homework must comply with this screen time rule. Citizenship award or Y6 challenge may differ from this however)

Procedure for when directed homework is not completed - Year 4 - 6:

- Students are not always responsible for missing homework deadlines and teachers must respect after school and home commitments while encouraging the regular completion of homework. Teachers should acknowledge and celebrate all homework.
- Inline with the [Behaviour policy](#), a conversation regarding the circumstances behind missed homework deadlines must be undertaken respectfully with the child (and/or parent) to ascertain whether the student was unable to complete or chose not to.
- Once the teacher has ascertained why the homework has not been completed, if necessary, an initial verbal warning can be given to the child letting them know that if they choose to not complete their homework again, they will have to complete it during their own time in school.
- If the child chooses not to do their homework again without good reason, they will spend up to 20 minutes completing it during lunchtime.



Modern Foreign Languages (MFL)

Native or dual speakers who already have a secure knowledge of Listening and Speaking skills in another language, should read or be read to at home in this language to develop their reading skills further. This will help them to expand their vocabulary and reinforce their comprehension skills through discussion of text and quizzes.

Should parents of native or dual language speakers want to support their child's development of Writing skills in their first language at home, they will be able to access additional written activities provided by MFL teachers in the Home Learning library.

MFL teachers should talk with class teachers before giving any sanctions regarding homework.

Supporting parents with homework and home learning at The Alice Smith Primary Campus:

Class teachers communicate our policy and procedures for homework and provide parent support in the following ways:

- back to School nights
- year group letters
- examples of how to complete homework on the homework explanation
- weekly parent workshops
- resources - always provided and available
- 'homework/study club' and curriculum ECAs after school
- optional home-learning library with items selected by child and/or parent
- provide a range of opportunities and suggested activities for students and parents to share learning experiences in ways that suit them
- Tapestry journals in Foundation Stage provide an opportunity for 2 way discussions/observations about a child's learning between home and school