



A School Partnership In Rural England

Motto : ' We Aspire to Inspire'

Our Values – using the initials of the names of the schools.

K – Kindness

U – Understanding

P – Patience

H – Honesty

L – Love

B – Boldness

Homework Policy

Document History

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Review annually

The term 'school' refers to the schools in the ASPIRE Federation: Kingswood Primary, Ulcombe CE Primary, Platts Heath Primary and Leeds and Broomfield CE Primary. The term may refer to them jointly or individually.

At our two Church of England schools this policy will be delivered through strong links made to our Christian values:

Leeds & Broomfield Church of England Primary School

At Leeds & Broomfield we build strong foundations for all; to learn, flourish and fill their hearts with God's love. Everyone is important, valued and needed to make L&B grow. We give a quality all round nurturing education which develops the whole child; If the rain came we would not fall.

"As many hands build a house, so many hearts make a school."

(Matthew Ch 7 24-27)

RESPECT RESILIENCE EMPATHY CURIOSITY HONESTY

Our school Christian Values support the development of the children and all within the school and local community, giving the children and staff a positive outward looking view. The pupils and staff support and help each other and the local community enabling all to flourish.

We have explored the story of Matthew (Ch 7 24-27) showing curiosity, and the children felt empathy for the builder of the house on the sand, but said they must be resilient to try again. Jesus was honest with his followers and people followed and trusted him. The story continues showing how Jesus respected all and everyone who wanted to listen and learn could – no one was turned away. This high level of inclusion and respect is what makes Leeds and Broomfield a great school community to be part of 'many hearts make a school'.

Ulcombe Church of England Primary School

Ulcombe Church of England School is a nurturing, inclusive learning space, where our uniqueness inspires trust and welcomes diversity. Our children all flourish (for however long they are with us), in an environment where learning through making choices (good or bad) is not only embraced but discussed and, when needed, forgiven. This allows our learners to become positive role models in their wider communities. The whole school community works together in unity to ensure that our practice fully reflects the passage of Corinthians 12:12-14. The children and adults feel included and appreciated as one body with diverse cultures learning, working and flourishing together to accept everyone and nurture their aspirations for the future.

"One body, many members, learning together surrounded by God's inclusive love."
(Corinthians 12:12-14)

TRUST RESPECT HOPE ENDURANCE

Homework Policy 2024-25

Introduction

At Aspire, we believe that homework can add much to a pupil's development and attainment and is therefore an important part of a child's education.

Aims of the policy

Through implementation of this policy, we aim to:

- Give pupils the opportunity to extend their learning in areas of personal interest
- Ensure a consistent approach throughout the federation.
- To encourage children to develop the confidence, independence, self-discipline and motivation needed to study on their own and prepare them for the next phase of education
- To make set homework relevant and meaningful for the child linked to work done at school
- Make expectations about homework clear to children, parents and other carers
- Provide opportunities for parents and children to work together, thereby, fostering an effective partnership between home and school

Why do we value homework?

Children benefit greatly from the mutual support of parents and teachers in encouraging them to learn both at home and at school. By valuing home-school learning, pupils are afforded the chance to practice skills, consolidate understanding of work covered in the classroom and to widen their own interests. Moreover, developing good study habits provides an opportunity for pupils to develop self-discipline, independence and the ability to take responsibility for their own learning.

Principles

- The amount and difficulty of homework is tailored according to the child's age and ability.
- Sufficient time is allowed for the completion of homework to allow for a healthy home/school work balance.
- As the children progress through the school the amount of homework increases.
- Teachers ensure that the tasks are differentiated, purposeful and aimed at developing and consolidating basic skills.
- Teachers provide parents and pupils with clear learning objectives and motivational instructions for tasks as well as clear examples of work to guide both children and adults.
- High expectations for neat presentation are in place to ensure that children maintain a similar high standard of work at home as in school.
- Homework should be linked to previous learning and key skills and must be meaningful and relevant.
- Parents will be informed about our aims in setting homework and about the importance this type of work plays in children's education

Homework Activities

- Our Creative Curriculum homework is designed to build upon the concepts and skills that pupils have been learning across a range of subjects.
- In addition to daily reading and weekly spellings/times tables, we set half-termly homework menus for each year group in order to provide a range of engaging activities for the children to choose from to motivate and inspire them into becoming independent learners.
- Our cross-curricular homework menu is designed to build upon the concepts and skills that pupils have been learning across a range of subjects. The menus offer a choice of homework tasks that can be completed in any order.
- Tasks can be completed in children's homework books, on paper, or using technology, depending on the task. Teachers may suggest the best method for each activity based on the nature of the work and the tools available to the students.
- By the end of each term, the children will be expected to have completed a minimum of 4 homework tasks of their choosing. Half way through the term teachers will ask for the homework books to assess where the children are and offer help and guidance to allow every child to be successful.
- Each school will offer a termly after school homework help should children need additional support or find it hard to complete at home.
- Pupils hand their homework books in to their class teacher a week before the end of the term at the latest, but are encouraged to bring homework in to share as it is completed. Work will be marked and returned to the pupil.
- Children receive a new menu at the beginning of each term.
- Children have the opportunity to complete more tasks if they wish to do so. Some tasks will have an optional challenge that the children can complete to extend their learning further.
- Alongside the cross-curricular homework menu, pupils may be asked to complete a specific Literacy or Maths task to consolidate and reinforce basic skills and understanding in these 'core' subjects.
- A breakdown of how homework is structured in each class is provided below. This has been designed to encourage a gradual progression of skills and expectation so that by the time children reach Year 6 they have established a clear routine in preparation for secondary school.
- Every pupil in years 1-6 is expected to complete some homework and will be referred to a non-optional lunchtime homework session, if they do not hand in work at the end of term.

Foundation Stage

- Reading and sharing books daily; adults to keep a signed record in the Home-School Diary
- Fortnightly 'Tapestry Challenges' – ideas for parents/carers to try at home and post photos and comments on Tapestry
- Children may be given additional 'top-up' practice of phonic sounds and/or common exception words

Key Stage 1

- Reading/sharing books with parents/carers at least 4 times weekly and recording in the reading Diary

- Children will be given a list of spellings to learn which will follow the spelling patterns taught in their phased groups or linked to curriculum
- Learning of multiplication facts 2, 5, 10 (and starting on 3 when ready)
- Creative Curriculum Homework Menu activities linked to the current topic – at least 3 per half term

Lower Key Stage 2

- Reading at least 4 times a week
- Learning times tables (continuing with 2, 5 and 10 and learning of multiplication facts 3, 4, 6, 7, 8, 9, 11 when ready)
- A spelling list will be provided each week on a specific day and tested on the following week
- Creative Curriculum Homework Menu activities linked to the current topic – at least 3 per half term
- Children may be given a specific literacy and/or numeracy activity

Upper Key stage 2

- Reading at least 4 times a week
- Learning of multiplication facts ongoing - all tables to be revised, in any order, mixed and to include division
- A spelling list will be provided each week on a specific day and tested the following week
- Creative Curriculum Homework Menu activities linked to the current topic – at least 3 per half term
- Children may be given a specific literacy and/or numeracy activity
- From the Spring Term, Y6 children will also have SATs revision as homework

Expectations

- It is the expectation that all children will at least attempt to complete homework tasks to the best of their ability. If pupils need support to access these activities, then they are invited to talk to their teacher who will help or provide time, IT and stationery, or attend the termly homework help sessions after school.
- Dates for handing homework in are always made explicit by the class teacher.
- Pupils are expected to complete homework to the same high standards insisted on in class e.g. neat handwriting, accurate use of full stops and capital letters etc.
- Pupils in year 1-6 who don't complete homework will be referred to the non-optional lunchtime homework session.

How you can help your child with their homework

- Below is a list of ways that you as a parent can show your child that you value their homework and the time and effort spent completing it.
- The school will also provide clear and regular reminders of their expectation when it comes to homework. As Aspire we hope that you will find this guidance helpful in supporting your child fully with their homework.

- You can show you value your child's homework by:
 - providing a suitable place in which your child can do their homework, preferably with an adult to discuss, encourage and support
 - making it clear to your child that you value homework and support the school in explaining how it can help learning
 - encouraging your child and praising them when they have completed work set
 - signing and dating your child's completed homework to show that it is a true reflection of their best efforts
 - ensuring work is complete and returned to school on time
 - checking your child spends a suitable amount of time on homework
- Additionally, you can support your child's development by:
 - visits to libraries, museums etc.
 - cooking with them
 - taking your child swimming
 - playing games, e.g. board games, cards, ball games
 - watching informative TV programmes together
 - providing opportunities for craft activities, e.g. cutting, sticking, sewing, painting etc.
 - gardening and growing plants
 - using the internet to research something with your child (following guidelines for safe internet use)
 - talking to your child about schoolwork, their day, what they have been learning about and how they have been learning

Remember: Homework is about reinforcing, practicing and confidence building...

Enthusing your child about undertaking homework and modelling the high value of homework to them is of key importance. Make it fun!

Emma Hickling
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