



# celtic cross education



Bishop Bronescombe C of E School

Homework Policy

**Signed (Chair):** Can insert electronic signature or reference minutes for approval- record related agenda item.

**Date:**

Reviewed:	Sept 2021	Reviewed by:	Debbie Carmichael
Due for review:	Sept 2024	SMC or Governor responsible:	SMC

### School Aims

At Bishop Bronescombe School we aim to give all children:

- ✚ Access to a rich curriculum which enthuses and equips them for life as citizens in the 21st century.
- ✚ Opportunities to explore their own developing Christian faith and to have respect for the faith of others.
- ✚ High self esteem by feeling valued as a member of our school.
- ✚ A sense of fair play, treating others with dignity and respect.
- ✚ The chance to enjoy taking part in a vibrant, forward looking school, moving their learning forwards.

Bishop Bronescombe C of E School's motto is: **'Learning that lasts a lifetime'**.  
Celtic Cross Education's Mission Statement is: **'We nurture, we learn, we achieve together.'**

### General policy statement

All staff, governors, volunteer helpers, students and visitors need to give due regard to all of the policies and practices adopted by the school. Whilst it is acknowledged that people other than staff cannot be expected to read every policy before a visit to the school, it may be that further guidelines are necessary in addition to the Visitor Policy, which all visitors must acknowledge and accept upon arrival. All staff carry responsibility for the welfare and success of the pupils in our school. Staff will advise anyone who is working alongside us of the necessary protocols, procedures and policies we follow.

### The Purpose of Homework

#### Aims and Objectives

- ◆ To develop good learning habits and positive attitudes to learning beyond the classroom.
- ◆ To encourage parental support in children's learning. 'Parents can have a positive effect on homework completion and help children to develop effective learning habits' (EEF Toolkit). 'homework enables them to feel part of their child's

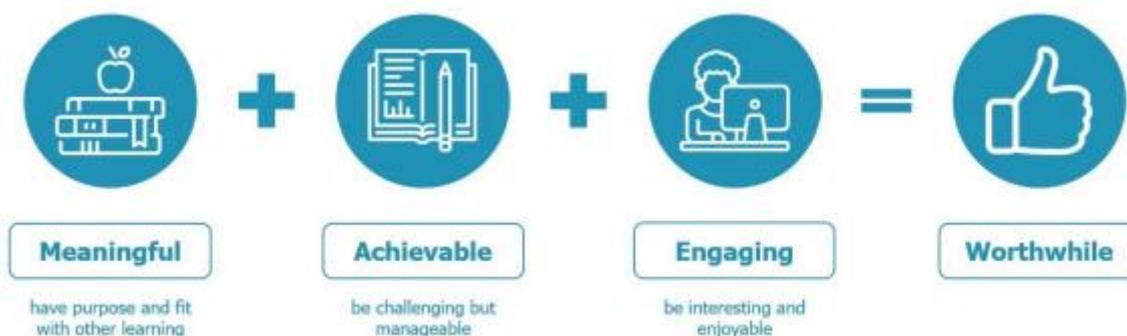
learning and..it helps them support that learning with other activities' (Ofsted Parents Panel Annual Report, March 2018)

- ◆ To provide opportunities for extended practice: Giving students tasks that enable them to improve their fluency and confidence; tasks that support deeper and more fluent recall.

### Homework activities

In all cases, the expectation is that children spend time practising their reading. We expect children to read daily, ie at least 5 times per week. We would encourage reading aloud to an adult to enable the adult to support with decoding (working out the words), fluency (reading speed) and comprehension (reading for meaning). When a child in year 5 or 6 is demonstrating a great deal of confidence and fluency, it is not always necessary to listen to them every time but still just as important that they read independently.

For other activities, we aim that homework fulfils parents' expectations as well as fulfilling what we know about how children learn.



'How parents think homework should be',  
Ofsted Parents Panel Annual Report, March 2018

'Research evidence that suggests that homework is more effective for younger or less confident students when homework builds confidence and fluency. This requires tasks to be tightly defined, well scaffolded and focused mainly on practising things students can already do. 'Setting Great Homework', Teacherhead blog, Tom Sherrington, writer of 'The Learning Rainforest'

Homework will be made up of what Sherrington describes as Mode A tasks. These are practice, revision, pre-study, questions, exercises and comprise:

**Routine questions** similar to those practised in class. These will comprise fluency-building questions rather than 'challenge questions'. In most cases, these will be online so marked immediately or pupils can check their own answers to get immediate feedback. Online systems are good as they provide the repetition needed and can be motivating for children.

**Knowledge retrieval:** vocabulary, spellings, factual recall, practising explanations – a whole host of self-assessed retrieval practice tasks, along the lines described here: Students need to be taught the methods and then be tested in class to check that what they've learned.

There will be no additional homework set; however parents wish to complete additional work with their children based around the topic they are covering in class, Knowledge Organisers on the topics and Medium Term planning can be accessed via the class pages of the school website. Any additional homework can be shared with the child's teacher via Dojo. We would love to see it.

Our homework tasks will be mostly online through the use of TT Rockstars, Numbots and Spelling Shed.

Assessment

All activities are marked automatically online. Progress will be regularly monitored by the class teacher.

	Reading		
Reception	<p>All children take home activities to practise their phonics to read and spell.</p> <p>When ready, they will be expected to read and discuss one of their home/school reading books at least five times a week.</p>		

	Reading	Maths	Spelling
Year 1	<p>All children take home activities to practise their phonics to read and spell.</p> <p>When ready, they will be expected to read and discuss one of their home/school reading books at least five times a week.</p>	<p>All children will access Numbots to practise and consolidate recall of number facts to develop fluency.</p>	
Year 2-6	<p>All children will be expected to read at least 5 times a week for at least 20 minutes. They will bring a suitable book home from school and will test using Accelerated Reader when they have finished the book.</p>	<p>All children will access TT Rockstars to practise and consolidate recall of number facts to develop fluency.</p>	<p>Children will be set a new spelling sound on a Monday and will be able to practise this sound using Spelling Shed at home.</p>

All children will use Spelling Shed to develop their phonic knowledge and inform their spelling development. Each week, class teachers will set word lists for them to practise using a range of online games and activities.

### Special Educational Needs and Disabilities

Homework is linked to the work children follow in class and is therefore differentiated to match the ability level of each child. This may mean that children in the same class may have slightly different set tasks for their learning.

We also recognise that some children with SEND may struggle with the concept of homework; may have to put in more effort than their peers just to get through a school day, so homework can become exhausting for them or may find that the stress homework causes is overwhelming and becomes detrimental to their health, self-esteem and confidence. If any parent of a SEND child notices their child is struggling with any aspect of homework, they should discuss this with the class teacher to agree alternative or adapted tasks.

### Higher-Ability or Gifted & Talented pupils

Some children may be working at a higher level than others in their class. We want them to be sufficiently challenged in their home learning as well as in school. Therefore, they may be set differentiated tasks, have an extra challenge or be set extra projects.

### Guidelines for duration of homework

We do not specify amounts of time that must be spent on a task, preferring individual children and families to set their own routines. Individual teachers are happy to give advice. As a general rule, the youngest children should read for approximately 10 minutes a day, building up to approximately 30 minutes a day in year 6.

### Concerns

If parents find the homework inappropriate for their child, if they lack interest, if it becomes a battleground or if they are concerned that homework is given inconsistently, parents are welcome to talk with their child's teacher in the first instance. If they still have concerns, they can talk with the Head of School or Assistant Heads of School.