



Respect. Co-operation. Responsibility. Aspiration. Resilience.

# Compass Primary Academy

## Homework Policy



**Reviewed:** September 2022

**To be reviewed again:** July 2023



Explore. Discover. Dream.

This policy is intended to ensure consistency across the Academy in terms of home learning practice.

## **Aims**

Through this policy we aim to:

- Ensure that parents/carers are clear about what their child is expected to do.
- Ensure consistency of approach throughout the Academy.
- To use homework as a tool to help continue to raise standards of attainment.
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
- Provide opportunities for parents/carers, pupils and the Academy to work together in partnership in relation to pupils' learning.
- Encourage pupils and their parents/carers to share and enjoy learning experiences.
- Reinforce work covered in class by providing further opportunities for individual learning.
- To practise or consolidate basic skills and knowledge, especially in maths and English.
- Encourage pupils to develop the responsibility, confidence and self-discipline needed to study independently.
- To prepare Year 6 pupils for the transfer to secondary school.

## **The Nature of Homework**

It should be noted that homework can be set in many different forms with many different expectations and outcomes. It is important to remember that when expecting and setting homework there are a number of points to consider:

1. The nature and type of homework changes throughout a pupil's school career.
2. Amount and frequency of homework should increase as a pupil gets older but this may also vary through the school year and be appropriate to the ability of the child.
3. Homework should not cause undue stress on the pupil, family or the teacher.
4. It will not necessarily come in the form of a written task.
5. Homework should be set regularly from the Foundation Stage to Year 6.



## **Recommended Time Allocation**

Homework should never be too onerous nor should it ever create stress within the pupil's family. If parents/carers have any concerns they should not hesitate to contact us at the school. Normally, more than one day will be allowed for the completion of a homework task, except where daily practice is to be encouraged e.g. reading, spelling and times tables.

The following are government recommendations as appropriate time allocations for homework activities.

Years 1 and 2 - 1 hour per week

Years 3 and 4 - 1.5 hours per week

Years 5 and 6 - 30 minutes per day

## **Homework @ Compass Primary Academy**

Compass Primary uses several digital learning resources, which pupils can access in school and at home to support their learning. Where applicable, these resources will be used to set homework. For example, PiXL Times Tables is used by teachers for setting online multiplications for homework. All pupils are provided updated login details for these resources at the start of each academic year and these are sent home to parents/carers via pupil's Learning Logs.

Each pupil also has a ClassDojo portfolio, which is accessed by parents/carers and pupils at home via the ClassDojo App. Again, all pupil and parent/carer login details are updated and sent out at the start of the academic year by ParentMail/letter and pupil's Learning Logs. Teachers will use Class Dojo to post electronic copies of homework such as spelling lists and multiplications.

## **Homework Tasks**

ENGLISH

### **Reading**

Fluent reading and good comprehension skills have a key role to play in pupils' learning across all areas of the curriculum. Fluency in reading is achieved through regular practice. Therefore, it is important that the pupils read outside of school at least five times a week. Reading can include a range of types of texts and media – not just their reading book. This could be, for example, books at home, newspaper, recipes, instruction manuals, comics, magazines, reading on tablets and Kindles. Your child has a Learning Log for you to record their reading in. This is how we check their weekly reading, and rewards will be awarded for most reads and improved readers.

In Foundation and Year 1, pupils will have two books that are given out on a Monday and returned the following Monday:

Book 1-Black and white books

These books are as the title says. They are a black and white paper copy of the book your child is reading in their phonics session. They start a new phonics book on a Monday and read the same book for 5 days. This improves their fluency and understanding of the story. Please share this story with your child, as it is one they will be familiar and confident with.



## Book 2-Book bag book

This is the coloured book. It matches the phonic ability that your child is at so they can sound out the words to help them to read it. Please read this book as many times as possible, so that your child increases their fluency. Reading a book 2 or 3 times can really build a child's confidence as they become familiar with the words.

Optional:

## Book 3-Read for Pleasure book

This book may not be at your child's reading ability, but it is a book they have chosen to read/look at for their pleasure. They may just want to look at the pictures; they may want to make up their own story; they may want you to read the story to them. This book is for your child to enjoy and to build their love of reading.

It is really important that the school books are looked after at home and returned on the correct days. Unfortunately, if books are lost or damaged then there is a charge of £5 for a new book.

Pupils in Foundation and Year 1 also have access to Oxford Reading Buddy. This is a digital reading service to support children's reading development at home and at school. It contains hundreds of digital books and book-quizzes all matched to each child's reading ability. Please log in to Oxford Reading Buddy when your child brings home their sign-in card and encourage them to use it regularly. If you don't have a tablet or PC at home, the service works on smartphone as well.

For pupils in Years 2-6, they will choose two books, one Accelerated Reader book (which is matched to the pupil's reading/comprehension age) and one Reading for Pleasure book from the library to take home.

**Please note: All pupils will have access to a Reading for Pleasure book every morning from their class mini libraries.**

For those pupils on Accelerated Reader, they are expected to complete quizzes (linked to the Accelerated Reader scheme) during school time **ONLY**, once they have finished their book, Parents/carers are able to log on to their child's account to look at how they are doing.

The amount of quizzes taken every week or half term are related to the difficulty of the text and the amount of time spent reading at home. There is not a maximum for the amount of quizzes that can be taken in a week or half term; however, we highly encourage our pupils to fully understand the text they are reading before quizzing as this will help bring on their comprehension.

Teachers and Teaching Assistants will monitor the amount of quizzes completed in relation to the difficulty of the text, and will prompt both parents/carers and pupils if necessary to discuss reading at home (e.g. this will happen if your child has not read and understood the book).

Parents/carers should be aware of reading tasks that are set and should support their child accordingly.

## Spelling

Spellings for each year group will be sent home on a Friday via ClassDojo. Pupils are expected to learn these at home ready for their weekly spelling test on the following Friday. Pupils are set spellings related to their curriculum taught in school.



All weekly spellings are recorded in the pupil's Learning Log and are marked in accordance to how we mark PiXL/National tests.

## MATHS

At Compass Primary, all pupils in Years 2-6 have a PiXL account that they can log into at home to practise all times tables and complete their home learning on. Within Foundation and Year 1, pupils will learn their multiplications via songs, rhymes and chants which are set weekly on ClassDojo.

Pupils need to be able to recall all the multiplications up to 12 X 12 by the age of 9. When it comes to times table, SPEED AND ACCURACY are important to allow pupils to become fluent. The more facts a child remembers, the easier it is for them to complete harder calculations.

Speed recall is achieved through regular practise. This includes understanding the links between multiplication and division including, related facts. E.g.  $7 \times 8 = 56$ ;  $56 \div 8 = 7$ ;  $560 \div 7 = 80$ ;  $70 \times 80 = 5600$

Research shows that daily practice is the best strategy for pupils to learn these important number facts. Short bursts of daily practice are much more effective than spending longer amounts of time once a week.

## KNOWLEDGE ORGANISERS

A knowledge organiser is a 'go to' document that outlines key facts or core knowledge that pupils need to know, understand and recall in a topic.

Knowledge Organisers will be sent via ClassDojo at the start of each term for pupils to learn the key facts, core knowledge and essential vocabulary about the topic that they are learning.

## EXPECTATIONS

| <b>EARLY YEARS FOUNDATION STAGE</b>   |   |
|---|---|
| Preschool   | Reception   |
| <ul style="list-style-type: none"> <li>Regularly share books for pleasure with adults at home (book talk)</li> <li>Weekly shared 'What we have learnt and what we will learn' newsletter</li> </ul> | <ul style="list-style-type: none"> <li>Read daily with an adult and record in Learning Logs</li> <li>Learn songs, rhymes and chants linked to Maths</li> <li>Learn Knowledge Organiser key facts</li> </ul> |
| <b><u>KEY STAGE 1</u></b>   |   |
| Year 1  | Year 2  |
| <ul style="list-style-type: none"> <li>Read daily with an adult and record in Learning Log</li> <li>Practise weekly spellings</li> <li>Learn songs, rhymes and chants linked to</li> </ul>          | <ul style="list-style-type: none"> <li>Read daily with an adult and recorded in Learning Logs</li> <li>Practise weekly spellings</li> <li>PiXL Times Tables</li> </ul>                                      |



|  |  |  |   |
|--|--|--|---|
| multiplications<br><ul style="list-style-type: none"> <li>Learn Knowledge Organiser key facts</li> </ul>   |  | <ul style="list-style-type: none"> <li>Learn Knowledge Organiser key facts</li> </ul>  |   |
| <b>KEY STAGE 2</b>   |  |  |   |
| <b>Year 3</b>  | <b>Year 4</b>  | <b>Year 5</b>  | <b>Year 6</b>   |
| <ul style="list-style-type: none"> <li>Read daily and record in Learning Logs</li> <li>PiXL Times Tables</li> <li>Learn Knowledge Organiser key facts</li> </ul> | <ul style="list-style-type: none"> <li>Read daily and record in Learning Logs</li> <li>PiXL Times Tables</li> <li>Learn Knowledge Organiser key facts</li> </ul> | <ul style="list-style-type: none"> <li>Read daily and record in Learning Logs</li> <li>PiXL Times Tables</li> <li>Learn Knowledge Organiser key facts</li> </ul> | <ul style="list-style-type: none"> <li>Read daily week and record in Learning Logs</li> <li>PiXL Times Tables</li> <li>Learn Knowledge Organiser key facts</li> </ul> |

#### Role of the Class Teacher:

- To provide an explanation of homework tasks to pupils and, when necessary, parents and give guidance of how they might assist their child. This may be done by a note with the work, during a parent meeting or verbally at the end of the day.
- To set up regular homework in an easily followed routine.
- To ensure that homework is set consistently across classes in the year group.
- To set homework that takes equal and racial opportunities into account.
- To ensure any homework is purposeful and links directly to the curriculum being taught.
- To reward and praise pupils who regularly complete homework tasks.
- To mark homework appropriately, when necessary and give feedback to pupils.
- To differentiate homework where appropriate, and in accordance to a pupils' individual needs.
- To speak to parents/carers if homework is not being completed. This can be verbally or by sending a ParentMail/message via ClassDojo and using the template at the end of this document.

#### Role of the Principal and Governing Body:

- To check compliance of the Policy.
- To meet and talk with parents/carers when appropriate.
- To discuss with staff how far the policy is being successfully implemented.

#### Role of Parents/Carers:

- To support the Academy by ensuring that their child attempts the homework.



- To provide a suitable place for their child to carry out their homework.
- To encourage and praise their child when they have completed their homework.
- To become actively involved and support their child with homework activities.
- To make it clear that they value homework and they support the Academy by explaining how it can help learning.

At Compass Primary Academy, we are very keen for parents/carers to support and help their children with homework. We take the view that pupils are likely to get more out of an activity if parents/carers get involved as long as they do not take over too much. However, there are times when we will want to see what pupils can do on their own. It is particularly important, as they get older, for pupils to become increasingly independent in their learning. If a parent/carer is unsure about what their role should be, they should discuss it with their child's teacher.

### Racial Equality & Equal Opportunities

All pupils have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Compass Primary Academy is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.



## Reading – Reminder for Parent Mail

### Compass Primary Academy

Date: \_\_\_\_\_

To Parent/ Carer of: \_\_\_\_\_

Year: \_\_\_\_

Dear Parent/ Carer,

As you are aware - reading is an important part of the curriculum and it is extremely beneficial if pupils read every day. As specified in our Homework Policy, it is expected that pupils read, at home, daily and that their Learning Logs are completed.

Unfortunately, your child's Learning Log is showing that they are not reading 5 times a week.

We appreciate that some families are very busy, but it would really help your child if they are regularly reading and completing their Learning Log on a daily basis. If you would like support with this, then please speak to myself at the nearest convenience.

Thank you for your support in advance,

Class Teacher





## Homework – Reminder for Parent Mail

### Compass Primary Academy

Date: \_\_\_\_\_

To

Parent/ Carer of: \_\_\_\_\_

Year: \_\_\_\_

Dear Parent/ Carer,

As you are aware - homework is an important part of the curriculum and it is extremely important that pupils complete their homework (practice spellings/multiplication facts).

Unfortunately, your child \_\_\_\_\_ is not practising their spellings/multiplication facts. I would appreciate it if you could check that your child completes this task at home tonight. If you would like support with this, then please speak to myself at the nearest convenience.

Thank you for your support in advance,

Class Teacher

