



# KENSINGTON AVENUE PRIMARY SCHOOL

## HOMEWORK POLICY

Agreed and Approved by	LGB
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## **Introduction**

### **The Homework Policy Aims to:**

- Bring consistency to how we approach homework throughout the school.
- Help pupils grow in independence and take responsibility for their learning.
- Ensure parents understand what is expected for both themselves and their child.
- Create opportunities for enjoyable learning experiences together.

### **Purpose & Philosophy:**

- Homework is a vital part of learning, allowing pupils to reinforce, synthesise, and extend classroom lessons while developing time management skills.
- Our homework aims to be meaningful and engaging, supporting the curriculum and fostering responsibility and good work habits.
- It is a natural extension of the school day, enriching the learner's educational experience.
- Our homework is designed to be completed mainly independently, empowering pupils to take charge of their own learning.

### **The Types of Homework at KAPS:**

- Practice: This homework reinforces newly acquired skills taught in class.
- Preparation: This homework helps learners get ready for upcoming lessons, activities, or tests.
- Extension: This homework offers challenging opportunities for enrichment and extension, aligning with class work.

At the end of each term (EYFS - at the end of each half term), pupils will be assigned projects based on their new Learning Journeys. These projects may take the form of PowerPoints, Art/DT projects or research tasks. Class teachers will explain each project on the termly newsletter and in classes, along with the Cornerstones Knowledge Organisers sent on Google Classroom. We encourage pupils to complete their tasks and bring them by the end of the first week of the new term.

## Whole School Homework Overview and Timeline

- **Friday:** Homework will be assigned through Google Classroom, as previously. Additionally, a hard copy of the tasks will be stuck in pupils' homework books. This will include a spelling list, which will be in line with pupils' ability and needs.

The homework tasks will link to the subjects below and each task might take different forms, e.g.: written tasks, interactive, quizzes, questions to investigate, practical tasks, interviews etc...

- Maths
- English (GPS/writing/reading/speaking, etc.)
- Spelling/Phonics
- Foundation subjects on rotation
- If needed, additional homework might be given to individual pupils or classes.

- **Tuesday:** Homework submission deadline.

### Marking and Feedback:

- **Wednesday to Thursday:** Teachers provide class feedback to pupils on their completed homework, e.g. during an early morning task therefore it is important that all pupils complete their homework by Tuesday.

All homework will be checked and acknowledged by a class adult (a mixture of TA and CT) by giving either verbal feedback (VF), or an individual feedback if needed attention (I); this might be followed by written comments. Pupils will use green pens for peer or individual marking during a class feedback.

An adult signature will be at the bottom of the homework using a purple pen.

Year group	Daily reading minimum of...	English (GPS/writing/comprehension)/topic	Phonics	Maths	Spelling /Common exception	Teachers will select foundation subjects on a weekly basis.
<b>Reception</b>	10 mins -Decodable books -Reading for pleasure	Work related to learning that week	Phonics sounds that are appropriate to learning that week.	Work related to learning that week.	3 common exceptions words from Reception list	Each project will alternate between various subjects, including geography, history, music, PE/Co-Jo, PSHE, art, DT, science, or
<b>Year1</b>	10 mins -Decodable books -Reading for pleasure books	Work related to learning that week.	Phonics sounds that are appropriate to learning that week.	Work related to learning that week.	3 common exception words from year 1 list	

<b>Year 2</b>	15 mins -Decodable books -Reading for pleasure books	Reading comprehension or grammar task.	N/A	Work related to learning that week, but differentiated.	Nelson spelling	computing/educational games.
<b>Year 3</b>	15 mins -Decodable books -Reading for pleasure books	Work related to learning that week, but differentiated.		Work related to learning that week, but differentiated.  Times table practice.	Nelson spelling	
<b>Year 4</b>	20 mins -Decodable books -Reading for pleasure books	Work related to learning that week, but differentiated.		Work related to learning that week, but differentiated.  Times table practice	Nelson spelling	
<b>Year 5</b>	30 mins -Decodable books -Reading for pleasure books	Work related to learning that week or to prepare for the following week , but differentiated.		Work related to learning that week, but differentiated.	Nelson spelling	
<b>Year 6</b>	30 mins -Decodable books -Reading for Pleasure books	Work related to learning that week or to prepare for the following week, but differentiated. (Education City)		Work related to learning that week, but differentiated. (Education City)	Nelson spelling	

### Support for Pupils, Parents and Carers:

At Kensington Avenue Primary School, our teachers recognise that pupils have diverse learning styles and interests, which may affect how they approach learning activities and homework. If you have concerns about your child's understanding of the assigned homework tasks or find that they are spending an extended period on their homework, we encourage you to communicate with their classroom teacher or leave a comment in your child's homework book. We are here to assist and ensure your child's learning journey is successful!

## **Roles of Teachers, Pupils, Parents and Carers**

### **The Role of Teachers:**

- Provide every child with a homework book, reading record and a login to a Google classroom.
- Post class and school announcements on Google Classroom and respond to all messages or comments from parents.
- Plan a variety of homework activities, in line with the school policy, to reinforce and extend classroom learning.
- Adapt tasks for pupils with individual needs (e.g. SEND or new to English).
- Set spelling weekly-the spelling words should include words based on a pattern from the school scheme of work as well as from the statutory spelling lists.
- Ensure all learners understand the assigned tasks before leaving for home on Fridays and have a clear understanding of the expectations.
- Monitor homework completion using a class chart; challenge pupils and parents when homework is not submitted by Tuesday.
- Update daily class reading record list and address pupils whose reading records are unsigned or not present, indicating they may not be reading at home.
- Communicate with parents (in person or by phone) to inform them when their child misses homework deadlines, fails to submit homework or faces challenges with home learning.
- Check the amount of homework handed in and identify common misconceptions by Thursday morning.
- Encourage pupils to reflect on their homework and correct errors. Pupils will use green pens for editing tasks.
- Explain common misconceptions.
- Provide feedback to all pupils on their homework using verbal feedback ('VF' recorded in books), class feedback ('CF' recorded in books), or individual feedback, sometimes followed by written comments ('IF' recorded in books).

### **The Role of Pupils:**

- Take care of all books provided for home learning and inform the class teacher if any book is lost.
- In case of an absence, use Google Classroom to access weekly homework and report any technical difficulties to the class teacher.
- Engage in daily reading and bring the reading record back and forth on a daily basis.
- Complete the Learning Journey projects set at the beginning of each project.
- Complete weekly homework in the assigned homework books and submit assignments on or before the due date (Tuesdays).
- Allocate a regular time for daily reading and weekly homework.
- Try to find a quiet place at home for reading and studying.
- Independently complete all tasks to the best of your ability, ensuring neat, cursive handwriting (Years 2-6) and checking for errors.
- Reach out to your teacher if pupils find home learning challenging or are facing any other issues preventing them from doing their home learning.

### **The Role of Parents and Carers:**

- Encourage their child to read regularly at home, practise spelling and complete all the activities set in the time scale.
- Have a working device to check class and school announcement posted by teachers on Google Classroom.
- In case of their child absence from school on the day the homework is set (the last school day of the week), use Google Classroom to access weekly homework and report any difficulties with accessing or completing homework.
- Express the value they place on homework and support the school's objectives regarding it.
- Try to provide a quiet space where their children can work on homework.
- Establish a consistent homework and study routine, free from interruptions caused by family plans or television.
- Offer support and encouragement when their child feels discouraged or frustrated, especially with challenging assignments.
- Provide educational opportunities that expand their child's interests, such as visits to museums, zoos and historical places.
- Sign their child's homework weekly and reading records daily when tasks are completed and speak to the teacher or leave comments for the class teacher when:
  - Their child cannot do homework due to family circumstances.
  - Their child struggles to understand some aspects of the homework.
  - The time spent on homework regularly exceeds the recommended amount.

## **EQUALITY AND INCLUSION**

### **Equality and Inclusion**

All pupils are entitled to homework in accordance with this policy. All homework tasks must be accessible and in line with pupils 'individual needs and abilities.