

“The Summit is what drives us, but the climb itself is what matters”



THE SUMMIT FEDERATION

Executive Headteacher: Mr. Damien Bond

Homework Policy

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Method of Communication (e.g Website, Noticeboard, etc) Website and Cloud System			

1. Federation Ethos Statement

“The Summit is what drives us, but the climb itself is what matters.”

2. The Summit Federation Promise

- All children will receive high quality and innovative teaching that supports and challenges them to achieve their best. They are taught the importance of perseverance to become lifelong learners.
- Provide a safe and welcoming environment which enables children, parents, staff, governors and visitors from all backgrounds, faiths, cultures and beliefs to feel like they belong, are valued and are accepted. Develop children’s responsibility to be good citizens and their confidence to speak up and be agents of change.
- Adults and children have high expectations of themselves and ambition for their futures. They are equipped to be effective in whichever path they take in their education, work, and relationships.

3. Inclusion Statement

At the Summit Federation we will continuously strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability, or special educational needs and ability. The federation will actively promote equality and foster positive attitudes and commitment to an education for equality.

4. Aims

The aims of homework at the Summit Federation are:

- to enable children to make maximum progress in their academic and social development
- to help children develop the skills of an independent learner working on tasks alone and supported by an adult
- to promote cooperation between home and school in supporting each child's learning
- to enable some aspects of the curriculum to be further explored independently
- to provide educational experiences that are not possible in school
- to consolidate and reinforce the learning done in school to allow children to practice skills taught in lessons
- to help children develop good work habits for the future
- to ensure our children are prepared for the next phase in their education including transition to secondary school

5. Rationale for Homework

Homework is anything children do outside the normal school day that contributes to their learning, in response to guidance from one of our schools. Homework encompasses a whole variety of activities instigated by teachers and parents/carers to support the children's learning. For example, parents or carers who spend time reading stories to their children before bedtime are helping with homework or take children to visit museums/farms or cities to experience new things are helping with homework.

Homework is an important part of a child's education and can add much to a child's development. We see homework as an important example of cooperation between teachers and parents/carers. We want

our children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire the skill of independent learning.

Homework plays a positive role in raising a child's level of attainment by providing additional regular reinforcement of learning outside of school. It is also a fabulous way for parents/carers to feel part of their child's school journey supporting them with a range of activities which will highlight their development and progress over the year.

Getting into regular homework habits is essential as it prepares children for increased homework moving through primary school and is good preparation for daily homework at secondary school. Whilst regular planned homework time is essential, we also acknowledge the important role of play and free time in a child's growth and development. Homework should not prevent children from taking part in the activities of various out-of-school clubs and other organisations that play an important part in their lives. We understand children spend more time at home than at school, and we believe that they develop their interests and skills to the full only when parents/carers encourage them to make maximum use of the opportunities available outside school. Therefore, our homework is planned in advance and can be completed at a time in the week to suit different family lifestyles.

6. Types of Homework

Homework is an integral part of the curriculum; it is planned in line with the half term for each subject area. **Reading** practicing **times-tables** and **spelling** are regular weekly homework tasks. Teachers also create a **homework grid** for the half term containing activities to complete linked to current learning in Early Years Foundation Stage (EYFS)/Key Stage 1 (KS1) and set **Learning by Questions tasks** weekly linked to learning in Key Stage 2 (KS2).

Reading

Learning to read is essential for children to be able to access learning across all subject areas of the curriculum. Children need to practice their reading at home and in school to ensure they progress well and develop fluency. Please commit to listening to your child read at least three times a week and writing a comment in their reading record. This will really ensure your child develops their reading skills at a good rate and keeps up with the National Curriculum expectations.

Don't stop reading to your child as they move through school. Children love to listen to stories no matter what their age and it is such a wonderful way to spend time with your child, especially before they go to bed as it will calm them and help them to switch off from the day and take them to wonderful new places. You can choose books that they cannot yet read for themselves which will contain lots of new language to build their vocabulary, which they will then use when they are talking to others and in their writing too.

Timetables

Learning timetables makes it quicker and easier for children to work out maths problems in their heads. Moving beyond using their fingers to work out answers, they'll be able to use their knowledge to quickly solve any multiplication questions. As children move into KS2 by memorising their times tables, they become more accustomed to using their head to visualise answers for questions. This helps them to solve questions involving multiplication, addition, subtraction and division in their head, making maths easier and quicker. Please ensure your child access the TT Rock Star App at least three times a week so they can practice their timetables at a quick pace which helps with rapid recall when solving problems and is essential for the year 4 national multiplication test.

Spellings

Learning to spell certain words helps children to learn high frequency common exception words, that are words that can be tricky to sound out. By learning them off by heart children can recognise the whole word when reading which helps them to read with fluency, understanding what they are reading. It also helps them with their writing, enabling them to think about what they want to write and not worry about the spelling. Please help your child to learn to say aloud the words as well as spell them by practicing each week. This is usually through the use of the Spelling Shed App.

Grid homework for the half term (EYFS/KS1)

Each half term teachers plan activities linked to the current learning across all subject areas and collate these in a grid. The grid is emailed out and put on the class page of the school website. The activities may involve research, craft, baking, writing, completing problems or investigating. One activity should be completed each week. It should be a great opportunity for children to work with parents on a task together where children can share what they have been learning in school. Children should be supported with this, not left to do it alone but also this should be their own work too. The homework should be brought into school or uploaded onto the See-Saw App each week.

Learning by Questions (KS2)

Each week teachers will set questions linked to their weekly learning in core subjects. This is set to the level of each child in the class. This can be accessed through the Learning by Questions App and should ideally be completed every week to support with their learning.

7. How can parents/carers support your child/ren with their homework?

Plan time each week for the following homework activities	
Where/how?	Reading
Find a quite comfy space to sit with your child as they read to you - this could be at home or in the car	<ul style="list-style-type: none">• Read their school reading book to an adult at least three times a week and comment in their reading record• Read to your child each night before bed (this could be a book that they would not be able to read on their own that you can enjoy reading together)• Share your child's reading for pleasure book with them or take an interest in the book they have chosen (this will help you to know what type of books they like to read)
	Grid homework
Ensure your child can sit at a table in a quiet room where they can access the things they need and have support from an adult when and if needed.	<ul style="list-style-type: none">• Homework grids for each EYFS/KS1 class are sent out each half term by email and are also available on the class page of the school website• Children should complete an activity from their grid each week and bring it into school or upload it to See-Saw. Class teachers will look at the homework as set out on their grids.• In KS2 classes, Learning by Questions tasks will be set weekly by the class teacher. These can be completed on a computer or electronic device. This work is usually linked to what the children have been learning over the week. Teachers will look at how the children have done as set out in their class letters.• Please encourage your child to always do their best work using a pencil or a pen to write with and with the same expectations as their work in school.

	Timetables	Spellings
Plan short pockets of time for your child to learn their timetables/ spellings, this can be at home or whilst you are on the go.	Practice on TT rock stars for 5-10 minutes at least three times a week. An adult to test children on their timetables - this is great to do on a car journey.	Practice the word list each week ready for a test the week after. This can be completed on Spelling Shed.
	<ul style="list-style-type: none"> • These activities require practice over time and are essential for maths and English development. • One to one learning of timetables and spellings is most effective so your support at home with this is essential. 	

- Make sure you have set times each week to complete the homework tasks.
- Please guide your child with their homework - not leaving them to do it on their own.
- Talk them through it, setting high expectations. Equally do not do it for them as it should represent their age and ability.
- If you do extra things please also share it with us on Seesaw, for example visiting places, cooking, painting and gardening-growing flowers/plants/vegetables.

8. Year 6 Additional Homework

Year 6 additional homework may be sent out prior to the National SAT tests including comprehension materials for you to discuss with your child and revisiting maths concepts etc. There will be a full explanation given to parents/carers to be able to help their child with this.

If parents and carers have any questions about homework, they should, in the first instance, contact the child's class teacher. Finally, if they wish to make a complaint about the school homework policy, or the way in which it is implemented, parents or carers should contact the executive headteacher, should concerns still remain the governing body should be informed.

9. Valuing Homework in School

Homework is always acknowledged and celebrated, according to the task, is either marked or used in class to support learning. For example, a topic research task may be shared in the lesson or used as part of a group activity. Where a child has completed their homework with enthusiasm and applied lots of effort, this will be acknowledged and praised, and a reward will be received.

We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways, while others demand a particular approach.

As they move through the school, we increase the amount of homework that we give to the children. We expect children in Reception and Year 1 to spend approximately one hour a week on home activities, and this may well include reading with a parent. We encourage children in Years 2, 3 and 4 to spend approximately one and a half hours on homework type activities per week, and children in Years 5 and 6 to spend approximately two hours a week.

10. Inclusion and Homework

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavor to adapt any task set so that all children can

contribute in a positive way. We value and celebrate the cultural diversity of our children and their families, and we appreciate the enrichment that this brings.

11. Using Technology to Support with Homework

A copy of the school's online safety policy can be viewed on the school website. The child's safety is paramount in all matters regarding use of the internet, and we advise parents and carers to always supervise their child's access to the internet. The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their children to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by copying, pasting and printing out something that has been written by somebody else.

Homework can be accessed and returned with ease using the school website, appropriate apps or through Seesaw.