



## STICKLEPATH COMMUNITY PRIMARY ACADEMY Homework Policy

At Sticklepath we acknowledge that children take part in many activities with their families and friends outside of school hours that provide rich learning opportunities.

Play provides a crucial opportunity for learning. Nursery rhymes, stories, cards and board games are all activities that greatly enhance learning. Trips to the shops and library can have a huge impact on their love of learning as well as the experiences that are created by visiting new places.

*The greatest impact parents can have on supporting children's learning in school is developing a love of reading through sharing a book and listening to them read. This is equally important for a nursery child up to Year 6 and beyond.*

### Statutory Requirements

There are currently no statutory requirements for the amount of homework that should be set in primary schools.

### Why do we give homework?

- It supports and develops our schools core value of growth mindsets by acknowledging that learning is something that goes beyond the school day and is a lifelong skill.
- It can inform parents about work going on in class so that they can play an active role in their child's learning;
- It can further stimulate enthusiasm for learning by allowing the child to experience the joy of learning with their family or in a home setting;
- It can be a great source for gathering topic information to share with all their peers;
- It is a great opportunity to rehearse key skills such as times tables, doubling, number bonds, spellings and other key facts;
- It helps to foster good habits of organisation and self-discipline in preparation for the demands of Secondary School.

### Examples of types of homework set throughout the school

#### **Nursery**

- Weekly update on tapestry to share the targeted language for the week ahead.
- Suggestions for development through play.

#### **Foundation stage – Reception:**

- Reading daily to and with child linked to tapestry videos (how to support your child with early reading) shared throughout the year.
- Sharing learning for the week ahead through a tapestry post with advice on how best to support your child.

#### **Key Stage One:**

- Sharing learning for the week ahead through a tapestry post with advice on how best to support your child
- Reading daily to and with child linked to tapestry videos (how to support your child with early reading) shared throughout the year. Daily practice of tricky words.
- Weekly spellings linked to tricky words – also linked to handwriting

- Weekly Maths fluency task – e.g number bonds, counting in 2's

**Years 3 and 4:**

- Weekly spellings and maths task
- Reading daily – 3 X a week to or with an adult. At this stage, sometimes modelling good reading is as important as the child reading to an adult.
- Google classroom work sent home on a Friday. This will aim to reinforce aspects of the weeks learning. The google classroom will consist of weekly tasks linked to maths fluency, spellings. Parents will be able to add comments if they wish and the homework should be returned by Wednesday the following week.

**Years 5 and 6**

- As above
- Y6 only from Spring Term – children will have SATs practice books to complete that will support class revision.

Quality of homework

Whilst the majority of homework is done online, we expect children to maintain the same standards for presentation for written homework as we set in school i.e. to use their best handwriting and write using a handwriting pen or sharp pencil (depending on what they usually use in class). If you do not have the resources at home please see your child's teacher who will be able to help.

Additional Information for Parents

If completing homework causes problems, please discuss the difficulties with the class teacher. Our staff hope that you can support us in getting the balance right. We want to work together with you to do help your child be the best they can possibly be and reach their full potential. If you have any concerns about the homework set please contact your child's teacher in the first person.

<i>As a matter of policy and practice Sticklepath Community Academy carries out an equality impact assessment (EIA) to ensure a policy does not, even inadvertently, disadvantage groups of pupils with protected characteristics, in compliance with para 1.4.17 of the school Equality Policy, logged below:</i>	
<i>Policy Name: Marking, Feedback and Presentation Policy</i>	<i>Review Date: January 2025 Reviewed January 2021 January 2023</i>
<i>Approved Date: June 2019</i>	<i>EqIA Completed Date: 13.07.2019</i>
<i>Approved By: SMT</i>	<i>EqIA Completed By: SWA</i>
<i>Author: SWA/RBL</i>	<i>Monitoring &amp; Evaluation By: RBL</i>