



CEDAR
Children's Academy

Homework Policy

September 2023

Rationale

At Cedar Children's Academy we appreciate how important the links between home and school are, and the need for us to work together to ensure a good education for all children. It is for this reason that we believe that it is important that children have homework set that will support learning within the classroom. In addition, research by the Educational Endowment Foundation has found that homework linked to classroom work tends to be more effective. Homework will be carefully planned to extend learning, enhance and reinforce skills and understanding, and allow children to consolidate and improve their skills further. Homework should be understood by pupils and parents/carers, and not be seen as an onerous task.

Definition

Homework is defined as work set by the teacher to be done at home, either by the child alone or with the support of an older sibling, parent or carer. The main focus of homework at Cedar will be Maths and English, with occasional tasks to extend and enhance learning across the curriculum.

Teachers

In setting and marking homework, teachers will:

- Discuss the homework and ensure the purpose of homework is clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area)
- Ensure there is dedicated feedback and response time as studies show this leads to homework having a greater impact
- Give reasonable time for homework to be completed
- Consider quality of tasks and work set over quantity and as far as possible match work to the abilities of the children
- Ensure homework is marked in line with the school's marking policy
- Provide guidance for parents/carers on how/when homework should be completed, including web links etc.
- Monitor the impact of homework on pupil engagement, progress and attainment.

- Keep a record of homework submitted to track that homework is being completed consistently, understanding and addressing any barriers to completion, such as access to a learning device or resources.
- Ask children to complete homework in school in homework club if they do not complete the work at home or have barriers preventing completion at home i.e. devices, space or support

Parents/Carers

At Cedar Children’s Academy, we recognise the importance of developing a sound partnership between parents and children with reference to children’s learning. Parents/Carers will:

- Support their child/children learning at home (See Appendix 1 for additional guidance)
- Support the school’s homework policy including signing children’s reading records
- Ask their child’s class teacher for support with homework if necessary, including discussing any barriers to completion
- Ensure that homework is done conscientiously and in the best possible conditions.

Pupils

At Cedar Children’s Academy, we understand the importance of developing children’s independence and teaching them to take on some responsibilities. Pupils will:

- Remember to take their homework home and bring it back to school each week
- Ask for support from their teacher if they do not understand the task
- Try their best and use strategies taught in school to support them to complete their homework
- Take pride in their presentation and content

What sort of homework should I expect for my child?

Homework will be given out weekly within a homework book and needs to be returned on the day specified by your child’s class teacher. Your child will receive one piece of homework a week.

Please inform your child’s class teacher before the due date if there are any problems completing the homework.

Homework not completed or returned on the due date will be completed during break and /or lunch time. Consideration is always given for children with special circumstances or barriers for completion.

Homework	Nursery and Reception	KS1	LKS2	UKS2
Reading	Children are supplied with story books to read as a family which allow children to have exposure to modelling of tone, intonation, expression etc. In Reception, when children are ready, Children will bring home reading books that are matched to their reading ability. Please ensure children read at least three times a week and that a parent/carer signs in their child’s reading log to say they have read.	Children will bring home reading books that are matched to their reading ability. Please ensure children read at least three times a week and that a parent/carer signs in their child’s reading log to say they have read. Children should also be read story books and any other texts which allow children to have exposure to modelling of tone, intonation, expression etc.		

Maths	Homework will be set on Tapestry – see Appendix 2 for guidance in how to use Tapestry and contact your child’s class teacher if you need additional support.	A combination of consolidation tasks and practical activities to be played with parents including reading and phonics.	Work linked to classroom learning. This could be work completed that week but might be retrieval activities based on work completed the previous week, month or year.
English			
Spelling			We use EdShed to teach and practise spellings. Children are welcome to practise at home but there is no expectation for this.
Times Tables			We use Times Tables Rockstars for children to be able to practise their times tables at home. Please contact your child’s class teacher if your child has lost their login details.
Caveat	<p>In addition to the standard format, where the teacher feels that there are areas of need, children may be provided with extra one-off pieces of work or booster packs.</p> <p>These could be:</p> <ul style="list-style-type: none"> • <i>‘Same Day’ consolidation tasks which support the learning that has taken place in school that day; this is designed to increase confidence and accuracy in preparation for the following lesson; this could be for any lesson.</i> • <i>Handwriting exercises e.g. Fine motor skill activities, letter formation or handwriting packs.</i> • <i>Sentence work e.g. writing subordinate clause sentences which include accurate punctuation.</i> • <i>Reading comprehension tasks.</i> • <i>A research project around a particular topic in order to support children’s writing in class.</i> • <i>Packs of work to aid revision at specific times of year - Phonics packs, Y2 booster pack, Y6 booster packs.</i> <p>Year 6 will often receive additional homework in preparation for Secondary School.</p>		

Rewards and Sanctions

When children complete their homework, they will receive a class dojo.

Homework not completed or returned by the due date specified by your child’s class teacher, will be completed during break and/or lunch time the following week depending on the reason for the lack of completion. Consideration is always given for children with special circumstances communicated from parents/carers and individual barriers to completion will be discussed.

Monitoring

The Headteacher will regularly review the Policy and Guidelines on behalf of the Governing Body, alongside the whole staff team, and will monitor the quality of homework provision through planning and work scrutiny.

Appendix 1 – Guidance for Parents/Carers

How can parents help?

There are many ways you can help:

- Time set aside for homework should be respected by the rest of the family. Try to make sure it becomes part of your child's daily routine.
- Encourage your child to establish a homework routine which best suits them, e.g. not when they are becoming tired, etc.
- For younger children little and often is best – 10-15 minutes daily is a good habit. As children become older, they should be encouraged to sustain their concentration for longer periods of time, and to work with increasing independence. For example, it would be beneficial to get children into the habit of reading every evening; time spent on reading should range from approximately 10 minutes in Key Stage 1 and up to 30 minutes in Key Stage 2. We appreciate this isn't always possible every day but a minimum of 3-4 times a week should be encouraged.
- If a child struggles with an activity, try to avoid becoming anxious about it and approach your child's teacher as soon as you can. They will spend more time explaining the task to help you and your child
- Ask your child/children questions about what they are learning at school (talking helps everyone understand things clearly)
- Play word and number games to consolidate early learning of letter sounds, common vocabulary and number bonds.
- Spend a little time, on a regular basis, listening to your child read and discussing the books they have brought home. Encourage your child to read words and books regularly (show them how important words are).
- Help them to form letters the way they are taught at school starting at the correct point.
- Test what has to be learned e.g. spellings, tables, number facts etc.
- Read what your child has written, and talk to them about their writing: Does it make sense? Is it punctuated properly? Have they used high-level vocabulary?
- Encourage your child to check over his/her work.
- Help your child find out additional facts, e.g. by visiting the library or researching on the Internet.

Appendix 2 – Tapestry

Tapestry is an easy-to-use and secure online learning journal helping staff and families celebrate their children's learning and development. School adults regularly upload observations of the children to share with their families. Homework is also put on Tapestry for Parents/Carers to access and complete.

Parents/Carers are able to upload observations of what their child is doing at home. Below are links to support you with this.

Setting up your account;

<https://www.youtube.com/watch?v=n7ROkDnb4I0>

Setting up notifications;

https://www.youtube.com/watch?v=ZvjWs_1Fgn8

Adding an observation;

<https://www.youtube.com/watch?v=espJ96TJHV8>