

# Homework Policy

## Prep School & EYFS

Regulation ISSR: Part 1, 2  
Reviewed and updated by: Miss E Scott  
Approval: Full Governor Board  
Last Review: Autumn 2024  
Next Review: Autumn 2025

This policy will be amended before the review date if necessary.

### 1 Introduction

Homework at AESG comprises a range of tasks assigned by teachers to supplement and support pupils' learning beyond regular school hours, fostering their educational development in accordance with school guidance.

### 2 Rationale for Homework

- 2.1 Homework tasks play a crucial role in a child's learning journey at AESG, contributing significantly to their growth and development. Thus, children stand to gain immensely from the supplemental knowledge and practice they acquire through homework.
- 2.2 We view homework as a crucial means of involving parents in the learning process. Our teaching aims to foster children's independence as learners, and homework plays a pivotal role in this endeavour. It serves to solidify classroom lessons while also cultivating the skills and mindsets essential for lifelong learning success. Additionally, homework aims to foster habits of inquiry and exploration.
- 2.3 Homework supports the attributes of the AESG BeMore Profile:  
Resilience    Responsibility    Reflection    Resourcefulness  
Collaboration    Creativity    Curiosity    Collaboration
- 2.4 Homework contributes positively to enhancing a child's academic achievement. Nonetheless, we recognise the significance of play and leisure time in a child's overall development. While homework holds importance, it shouldn't hinder children from engaging in extracurricular activities, which are crucial for their holistic growth and enrichment.
- 2.5 Homework supports our belief that regular reading lays the foundations for not only academic success but also more general personal development both inside and outside of school and beyond.

### 3 Aims and Objectives

- 3.1 The aims and objectives of homework at AESG are:
  - To support pupils to make maximum progress in their academic and social development.
  - To foster independence by nurturing pupils' skills as self-directed learners.
  - To cultivate collaboration between home and school to bolster each child's

educational journey.

- To ensure further coverage of all facets of the curriculum.
- To offer educational opportunities beyond school and the classroom.
- To solidify and reinforce learning acquired in school and allow children to practise skills taught in lessons.
- To encourage positive habits for future academic endeavours through consistent engagement in homework tasks.

#### **4 Types of Homework**

- 4.1 Staff and pupils regard homework as an integral part of the curriculum; it is planned and prepared alongside all other programmes of learning.
- 4.2 We set a variety of homework activities and for consistency, the area of focus is paralleled across phases: Spellings on Mondays, English on Tuesdays, Wellbeing Wednesdays, Maths on Thursdays and Extended tasks at the weekend.
- 4.3 Homework is pitched at the correct attainment level for each year group and is tailored to their requirements, offering opportunities for consolidation, practice and, when appropriate, challenge.

#### **Early Years – Reception**

- Reading and sharing books daily; adults to keep a signed record in the 'Reading Record.'
- Children given additional spellings and practice of phonic sounds.
- Friday news posted on Tapestry with ideas and activities that parents can do at home with their child

#### **Pre-Prep - Years 1 and 2**

Weekday homework is expected to take approximately 15 minutes plus daily reading.

Weekend homework is expected to take up to 30 minutes.

- Monday: Learning weekly spellings using Spelling Shed or alternative method
- Tuesday: English
- Wednesday: Wellbeing Wednesdays - No homework set
- Thursday: Maths
- Weekend: Extended tasks
- Reading every night and recorded in Reading Record plus regular maths fluency

#### **Prep - Years 3 and 4**

Weekday homework is expected to take approximately 20 minutes plus daily reading.

Weekend homework is expected to take up to 40 minutes.

- Monday: Learning weekly spellings using Spelling Shed or alternative method
- Tuesday: English
- Wednesday: Wellbeing Wednesdays - No homework set
- Thursday: Maths
- Weekend: Extended tasks
- Reading every night and recorded in Homework Planner plus regular maths fluency

#### **Prep - Years 5 and 6**

Weekday homework is expected to take approximately 25 minutes plus daily reading.

Weekend homework is expected to take up to 50 minutes.

- Monday: Learning weekly spellings using Spelling Shed or alternative method

- Tuesday: English
- Wednesday: Wellbeing Wednesdays - No homework set
- Thursday: Maths
- Weekend: Extended tasks
- Reading every night and recorded in Homework Planner plus regular maths fluency
- In Summer Term Year 5 and Autumn Term Year 6, tasks linked to Entrance Exam preparation will also be given as homework, such as assessment papers.

4.3 Homework is marked in a variety of ways: at home with parents, self and peer marked, verbal feedback, automatically online and teacher marked. When it is marked by a member of staff it is done so according to the Marking and Feedback Policy (Please see policy for more details). Homework completed successfully is acknowledged, praised and rewarded. If help or support is needed, the class teacher will complete this at a convenient and appropriate time.

## **5 Amount of Homework**

5.1 As pupils progress through the school, the amount of time allocated to homework increases. Pupils in Pre-Prep are expected to dedicate 15 minutes per night to completing homework. Pupils in Years 3 and 4 are expected to dedicate 20 minutes per night to completing homework and pupils in Years 5 and 6 are to dedicate 25 minutes per night to completing homework. Daily reading and maths fluency (number bonds/times tables) is also necessary and is additional to these timings.

5.2 Pupils in Years 3 to 6 receive a planner, to independently record their homework. Staff will regularly check planners and read comments from parents. Teachers and parents need to sign the planner each week to show they are aware of the pupil's reading and homework commitment.

5.3 Teachers will communicate with pupils and parents when homework is expected to be returned by. This will be decided by the individual teacher based on the specific class timetable and when is most appropriate.

## **6 Inclusion and Homework**

6.1 We ensure that all tasks set are appropriate to the attainment of the pupil promoting both independence and challenge where appropriate.

## **7 The Role of Parents**

7.1 Parents have a vital role to play in their child's education and homework is an important part of this process. We ask parents to encourage and support their child in completing the homework; to provide a good working space at home and to answer questions and help when required, while keeping the responsibility of completing the homework with the pupil.

7.2 If parents have any questions about homework, they should in the first instance, contact their child's class teacher. If their questions are of a more general nature, they should contact the Head of Prep.

## **8 Use of IT**

8.1 The use of IT 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, pupils are required to produce their own work and outcomes.

8.2 There are many websites containing highly educational material which can have a powerful impact on children's learning. When appropriate, sites will be recommended, which will best support pupil learning. Parents are always advised to supervise their child's access to the Internet.

- 8.3 Educational online learning sites and apps are positively encouraged and promoted. 'Times Tables Rock Stars' is subscribed to by the school and used to supplement Maths homework in Years 3 to 6. Spelling Shed is subscribed to by the school and used to supplement Spelling homework in the Prep School.
- 8.4 Seesaw and Tapestry are apps that support learning and educational dialogue. They are used for homework activities and in the event of remote learning.

## **9 Monitoring and Review**

- 9.1 The Head of Prep is responsible for co-ordinating and monitoring the implementation of this policy. The Prep Leadership Team will regularly scrutinise samples of the pupil's work and teachers' planning.