



# STEP Academy Trust

## Homework Policy

**DATE OF POLICY:** Spring 2018

**Review:** Autumn 2020

### Introduction

The STEP Academy Trust Board of Trustees has agreed this Policy and as such, it applies to all Academies within the Trust.

Homework in STEP Academies is driven by the STEP Way and the intent to ensure consistent excellence in instruction and outcomes.

Homework within STEP Academies is motivated by the needs of the pupils within individual Academies and the context of those Academies and is, therefore, discrete, singular and distinct. Nonetheless, any approach is expected to ensure that the STEP Standards are achieved and that academicians are on track to attain these standards by the end of KS2.

Homework given to pupils is thus expected to be manageable (for both pupils and staff), relevant, appropriate and likely to result in improvement and progress.

See Appendices for individual Academy homework approaches.



### Appendix 1

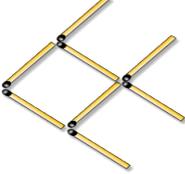
#### The Homework Guide:

Learning at home is an important part of a good education to back up learning which has taken place in school. It also teaches children the skills and habits of studying outside school, which they will need as they grow up, to prepare them for lifelong learning.

Homework at Applegarth Academy is planned and is part of our approach to making the most of children's learning. Homework will be set that is right for the child's level. The amount of work and the time that we expect children to spend on homework will go up as the children move up through the school. We will expect children to do the homework set and bring it all back into school on the day set by the class teachers.

Children's learning should be a partnership between home and school, and homework should be part of the learning process. For example, it is very important that parents and children read together in the early years if children are going to be good, confident readers later on. We also know that too much homework can upset and tire a child. There must be a good balance.

**Appendix 2** – A weekly homework grid will be given out to all pupils. An example of this is seen below. We ask that parents take an active role overseeing the homework tasks as this encourages discussion, giving pupils the opportunity to consolidate their learning from class.

<u>Date:</u> _____	<u>Class:</u> _____	<u>Name:</u> _____
<p><b><u>Reading</u></b></p> <p>Make sure you read everyday and record it in your Reading Record.</p> <p>Be ready to talk about your book to the class or a group.</p>	<p><b><u>Maths</u></b></p> <p>Use the strategy learnt in class this week to solve these calculations.</p> <p><math>742 + 54 =</math></p> <p><math>326 + 72 =</math></p> <p><math>561 + 49 =</math></p> <p><math>826 + 75 =</math></p> <p>Write the steps to success to show how you understand the process.</p>	<p><b><u>P4C</u></b></p> <p>Think about the discussions we had during our Philosophy lessons.</p> <p>Share this with an adult and get their opinions on this topic.</p> <p>Think about three more questions you might like to discuss during another Philosophy lesson and record them in your homework book.</p>
<p><b><u>Spelling</u></b></p> <p>Here are your 10 spelling words for this week.</p> <p><b>February, forwards, fruit, grammar, group, guard, guide, heard, heart, height</b></p> <p>Remember the strategies you have learnt!!!</p> <p>Look, cover, write. Then ask someone at home to test you.</p>	<p><b><u>IPC</u></b></p> <p>We are learning about <u>Cavemen</u>.</p> <p>Research and write down 6 facts about cavemen and be ready to share this with your class.</p>	 <p><b><u>Challenge</u></b></p> <p>Here is a picture of a fish. Turn the fish around by moving ONLY 3 sticks.</p> <p>Are there any other ways to do it?</p>
<p>Child's signature:</p> <p>_____</p>	<p>Parent's signature:</p> <p>_____</p>	<p>Teacher's signature:</p> <p>_____</p>

## Appendix 3 – Some Homework Tips

### Reading:

- ✓ Make sure you and your child are in a quiet place, away from the television!
- ✓ Reading is not appropriate when your child is hungry, tired or upset – reading should be a happy time.
- ✓ Read to and with your child, as well as hearing them read.
- ✓ Show them how to read with feeling, and try using 'voices' when people speak.
- ✓ If your child cannot read a word, please tell them what it is (remember to be positive).
- ✓ Encourage them to talk about what you are reading together.
- ✓ If you feel that the book your child is reading is too easy or too hard, please don't find fault with your child because it was their choice. Please talk to the teacher if you think your child always chooses the wrong books.
- ✓ Above all, please hear your child read as often as you can. It does not need much of your time, but will help your child in school.



### SPELLING:

Lists of words may come home with your child.

- ✓ Please check that they have their spellings to learn at home!
- ✓ Any time you can find to help learn spellings will help your child.

This is a good way to learn them:



Look carefully at the word



Cover the word to try to see it in your head.



Write the word: say it as you write it.



Check is it correct? If yes, good: If not, try again

- ✓ Playing 'Hangman' or other spelling games is also good.



## Multiplication TABLES:

- ✓ Remembering your tables is very important, so that Maths becomes easier for your child.
- ✓ We want children to learn their tables, especially when they get to the juniors.
- ✓ Knowing the 3 times table does not just mean being able to count 3, 6, 9, 12, etc. It also means being able to answer straight away “What is  $8 \times 3$ ?”, or “How many 3’s are there in 21?”
- ✓ As well as learning tables, we also practice number bonds. (For example,  $2+8=10$ ;  $3+7=10$ ;  $50+50=100$ ) Ask your child, how many ways can you make 10, 50 or 100? Or challenge them by asking them using other numbers too.
- ✓ Maths can be fun – board games with dice can help number work! (Or Monopoly money!!)
- ✓ Just like reading, any time you can spend with your child will help.

