

### Rationale

At Belmont Academy, we believe that all children’s academic potential can be furthered through a positive partnership between the child, their parents and the school. It is felt that this can be furthered through a positive home-school relationship, in which homework forms part of this structure.

### Mission Statement

By providing children with opportunities to continue to develop their academic potential through home learning activities, a consistent and clear approach to homework can ensure that all stakeholders are clear of expectations for homework and their role within this.

### Principles

- To further the academic potential of our pupils, by consolidating, reinforcing and extending prior skills and understanding.
- To help increase the value of sharing learning in the home, further engaging parental support.
- To foster a positive attitude towards homework.
- To create a routine for home learning and develop independence skills within our pupils.

### What homework looks like at Belmont?

The Education Endowment Fund (2017) states, “When homework is used as a short and focused intervention it can be effective in improving students’ attainment.” It continues by underscoring the importance that tasks are related to current learning in school and with high levels of parental support and engagement. Below expectations for homework in the different phases are explained.

#### EYFS

Task	Frequency and Expectations
Phonics Tasks	Occasional in Nursery; weekly in Reception.
Reading	Daily – parental comment/signature recorded twice a week.
Maths	Weekly; related to the prior week’s learning.
Talk Homework – tasks involving discussion with an adult on a task that the student has accessed at school or open-ended questions/ideas.	Occasional in Nursery; weekly in Reception.

#### KSI

Task	Frequency and Expectations
Maths – including a basic skills task; a fluency task and reasoning/problem-solving task (both related to that week’s learning).	Weekly
English	Weekly
Spellings	Weekly
Times Tables	Weekly.
Reading	Daily – parental comment/signature recorded twice a week.

#### LKS2

Task	Frequency and Expectations
Maths – including a basic skills task; a fluency task and reasoning/problem-solving task (both related to that week’s learning).	Weekly
English	Weekly
Spellings	Weekly

Times Tables	Weekly.
Reading	Daily – parental comment/signature recorded twice a week.

## UKS2

<b>Task</b>	<b>Frequency and Expectations</b>
Maths – including a basic skills task; a fluency task and reasoning/problem-solving task (both related to that week's learning).	Weekly
English	Weekly
Spellings	Weekly
Times Tables	Weekly.
Reading	Daily – parental comment/signature recorded twice a week.

## Other

In certain circumstances, the school may believe that a task beyond this is beneficial to the child's learning and will help foster a more positive experience. This could include project-based tasks over a school holiday.

### **Responsibilities of all stakeholders**

#### The Responsibilities of Pupils:

- To engage positively with homework set.
- To work hard to complete tasks to the best of their abilities.
- To complete and hand in homework on time.
- To take greater responsibility for completing and managing the tasks set.

#### The Responsibilities of Parents:

- To encourage a positive learning climate at home.
- To offer support and guidance where necessary.
- To engage with your child's homework, allowing the child room to develop self-discipline.

#### The Responsibilities of Staff:

- To set worthwhile learning tasks that match prior learning in lessons.
- To encourage a positive attitude to home learning tasks.
- To acknowledge homework on a weekly basis (this could be in the form of a tick or a stamp).
- To celebrate project work where applicable.