3g. Homework Policy

Rationale

At the Lyceum, we believe that homework is for the following:

- To allow practice and consolidation of class learning
- To encourage pupils to be self-reliant when organising their work
- To develop independent investigation study skills and habits
- To develop a learning partnership between home and school
- To raise the level of achievement of all pupils

This policy aims to balance academic rigour with the overall well-being of pupils and therefore, homework is not intended to:

- Be an onerous chore or interfere with family life
- Cover aspects of the curriculum not already taught in school
- Be a punishment

Creating an Effective Homework Space

1) **Quiet and Distraction-free**: An area which is quiet and free from noise, electronic devices and interruptions, will help the pupil concentrate better and complete their homework more efficiently.
2) **Well-lit and Comfortable Setting**: Good lighting is crucial to reduce eye strain. A well-lit area with a comfortable chair can improve focus and productivity.
3) **Organised Workspace**: A tidy and organised workspace with all necessary resources (pencils, paper, books) within reach will help minimise disruptions.
4) **Routine and Structure**: A regular homework routine with a consistent time and place, will help to develop good study habits.
5) **Breaks and Balance**: Short breaks between tasks to maintain focus and reduce fatigue. A balance of work and rest will promote sustained productivity.

Promoting Academic Success and Personal Well-Being

At The Lyceum, we value the overall well-being of our pupils and understand that a balanced life contributes significantly to their success and happiness. We believe that family time, sports, music practice, adequate sleep and relaxation are essential to a pupil's development. Therefore, we do not advocate for extensive hours of homework that encroach upon these vital activities.

We encourage pupils to develop their own drive to improve and learn. Overbearing supervision can stifle this natural curiosity and motivation. Our goal is to cultivate self-discipline and a love for learning, rather than merely completing assignments.

We recognise that extracurricular activities and downtime are crucial for a well-rounded childhood. Our homework policy is designed to respect and accommodate these important aspects of life, ensuring that homework is meaningful and manageable.

Every Wednesday, in what we call '**Well-being Wednesday**,' pupils will not receive any homework assignments. This dedicated day is reserved for focusing on well-being, participating in family activities, pursuing extracurricular interests and simply relaxing. By incorporating this mid-week break, we aim to alleviate stress and provide pupils with opportunities to engage in activities that promote their mental and emotional health.

Recommended Time Allocation

Each pupil has a unique learning style and pace. Some may complete their work quickly, while others may need more time. It is essential to observe pupils during homework time. If they become tired or restless, they might benefit from a short break to move around or, if necessary, a pause in their work altogether. Recognising these needs helps ensure that homework remains a positive and productive experience.

Homework serves to reinforce the learning undertaken in the classroom; hence its volume increases with each academic year. As a general guideline, we recommend that homework, including reading assignments, should ideally **not exceed** the following durations for each homework session:

Year Group	Time spent on homework
Early Years	10-15 mins
Year 1	15-20 mins
Year 2	20-25 mins
Year 3	25-30 mins
Year 4	30-35 mins
Year 5	35-40 mins
Year 6	40-60 mins (depending on the time of year)

A daily after-school homework club takes place and pupils who attend can complete their tasks with the support of a member of staff.

Types of Homework

- The purpose for homework changes as the pupils moves through the school. This can be set in many different forms as well as with different expectations and outcomes.
- Homework will be tailored to the needs of the pupils where necessary.
- The homework task will be varied in content and may include:
  -Reading
  -Answering questions
  -Independent creative writing
  -Learning vocabulary or a process (for example revising Spanish vocabulary)
  -Problem solving/critical thinking
  -Data collection
  -Enquiry based tasks
  -Gathering resources/materials for forthcoming lessons

-Research for a theme (this may include indoor or outdoor activities, e.g. walks, visits)
-Practical making activities of projects
-Online consolidation activities e.g. Atom Learning
-Opportunities for preparation learning (initial research/problem solving of a specific concept at home, prior to the lesson)

- It is expected that time will be allocated each evening to reading. Younger pupils may benefit from shared reading with an adult and discussing the themes, characters and plots within a text.

Communication

- Homework information will be emailed to parents at the start of each week (Monday morning) outlining the different tasks (with clear instructions) and given to children on the same day. Children will have a full week to complete their homework tasks and will be required to hand these in the following Monday morning.

Pupil Responsibilities

- To take home all the necessary books and equipment to complete the homework
- To concentrate and preserve for the required time and take breaks where they feel they need to
- To manage their time and seek support if they are finding the task too difficult to complete
- To inform the class teacher in advance, if they will not be able to meet the homework deadline
- To hand in completed homework at the appropriate time
- To respond and act upon feedback from the teacher (verbal or written)

Teacher Responsibilities

- To set homework task which are purposeful and relevant
- To ensure the work is in line with the recommended time allocation for their year group
- To ensure that the needs of individual pupils is considered, through differentiated outcomes
- To ensure that homework tasks are varied
- To allow sufficient time in class to explain the homework to the pupils, ensuring any misconceptions are addressed and the expectations of outcomes are clear
- To follow the school's Marking and Feedback policy and mark and return work to pupils as soon as possible
- To provide verbal feedback on tasks to deepen understanding and address misconceptions and to mark in depth any extended writing pieces giving full written feedback on these assignments
- If homework is not completed on repeated occasions, the class teacher must inform parents (by email). There is an expectation that homework will be finished on time.

Parent/Carer Responsibilities

- To provide a conducive and supportive learning environment (free from distractions) as well as a regular routine
- To discuss homework and assist in planning and organising time
- To encourage a positive attitude towards homework
- To provide support during a task, if needed, by reading aloud the question and discussing the concepts, without providing the answers
- To encourage and promote independent work habits
- To communicate with the pupil's class teacher, where observations are made of the pupil struggling consistently or if there is anything else the class teacher should be aware of
- To inform the class teacher if the pupil is unable to complete their homework due to family events or commitments
- To communicate in advance if the pupil will be unable to meet the homework deadline
- To establish an understanding that homework is an important and serious aspect of school life

Homework in Reception

In Reception homework begins from October half term and continues on a weekly basis. The teacher will suggest activities on a Monday to Thursday; however, families can choose to complete it at their leisure. Homework packs will be sent home with all the resources needed every Monday. Children will be asked to complete a reading, phonics/writing, Maths and topic task each week. Homework should take no longer then 10-15 minutes per session and should be a supportive tool at home. If children are finding it too hard, they may not be ready, and the class teacher will give alternative suggestions and support. A homework record card will give clear instructions in the pack each week. Parents will also be given a reading record where they can comment on how reading progress is going at home. Class teachers also welcome any questions through email if this is easier.

Homework in Years 1 and 2

Homework in Key Stage 1 consists of daily reading, weekly phonics and spelling tasks (paper based and using EdShed online), an English task (reading comprehension or writing), a Maths task including times tables practice using Timetables Rock Stars (when the pupils are ready), and occasional topic or Science related activities.

Homework in Years 3, 4 and 5

In Years 3, 4 and 5, the amount of homework gradually increases, often consisting of English, Maths, Verbal and Non-Verbal Reasoning, spelling and times tables. On occasion, finishing off tasks will be set relating to aspects of Topic or Science. Pupils in Key Stage 2 should read daily.

Homework in Year 6

In the first term of Year 6, the volume of homework increases significantly as the pupils prepare for senior school exams. Homework tasks consist of English, Maths, Verbal and Non-Verbal Reasoning, spellings, and where necessary past exam papers, sometimes more than one homework task will be set each evening. This helps pupils develop their time management skills and work to deadlines. Pupils are given school email addresses and

encouraged to communicate with teachers and submit some completed assignments via this route.

Monitoring

- The Assistant Head Teacher (Academic) will review the policy annually and share homework expectations with staff.
- The Deputy Head Teacher will check in with staff for evidence of range of homework tasks and ensure the homework policy is being adhered to.