

GOLDINGTON GREEN ACADEMY



Homework Policy

Safeguarding

Goldington Green Academy recognises it has a statutory duty under Section 175 of the Education Act 2002 to ensure arrangements are in place for safeguarding and promoting the welfare of children.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and that school may be the only stable, secure and predictable element in the lives of children at risk. Our school will endeavour to support these pupils by providing an ethos which promotes a positive, supportive and secure environment, providing a sense of being valued.

All staff, governors and volunteers must be made aware of, and adhere to the safeguarding policy and procedures within the school.

At Goldington Green we recognise our legal and ethical duty to keep pupils safe from radicalisation and extremism. As such we incorporate the principles of the PREVENT agenda into all practice including the curriculum. Additionally, we ensure that all speakers are carefully vetted by senior staff and that all material available in school, both electronic and otherwise, is suitable. We also ensure that sufficient training is in place so that all staff understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it. Staff know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it. Any concerns are dealt with in line with our safeguarding policy working in conjunction with Bedfordshire Police and other agencies as appropriate.

Equal Opportunities

The Equality Act 2010 makes it unlawful for staff to discriminate directly or indirectly, or to harass staff or pupils due to any of the nine protected characteristics.

Goldington Green Academy aims to create a culture that respects and values each other's differences, that promotes dignity, equality and diversity, and that encourages individuals to develop and maximise their true potential.

Everyone within the school community has a responsibility to ensure that this statement is adhered to. Senior Leaders in particular, should lead by example, identify any inappropriate behaviour when it happens and take prompt action to deal with inappropriate behaviour.

We aim to remove any barriers, bias or discrimination that prevents individuals or groups from realising their potential and contributing fully to our school's performance. In removing these barriers, we aim to develop a school culture that positively values diversity.

We are committed wherever practicable, to achieving and maintaining a workforce that broadly reflects the local community in which we operate.

Every possible step will be taken to ensure that individuals are treated fairly in all aspects of their employment, engagement or whilst volunteering at our school

As we know there were changes in the requirements to set homework in March 2012. It was announced that the secretary of state for education, Michael Gove, removed the guidelines for homework introduced in 1998. The decision to set homework, or whether to set any at all, is for Headteachers to decide. It follows parents' complaints that too much homework is limiting family time and opportunities for play and sport. Education officials said Headteachers should be able to make decisions free from "unnecessary bureaucratic guidance".

At Goldington Green Academy homework is seen as an important aspect of the learning process involving parents, teachers and children in a partnership aimed at raising standards of achievement and maximising educational opportunity.

At Key Stage 1, the role of homework is essentially to develop a partnership with parents or carers, encouraging active involvement in their child's learning. At Key Stage 2, homework is an opportunity for children to practice skills learnt in class time and should still involve parents as appropriate. In Year 6 it is particularly seen as a means of parental engagement as well as preparing our pupils for the homework expectations they will experience on transition to secondary school.

We recognise that parental engagement is crucial to successful homework completion and what is set by each year group is recommended and suggested only therefore no sanctions will be given for children who do not complete homework.

The setting of homework has the following aims:

- To consolidate and extend work undertaken in the classroom;
- To create a better partnership between parents and teachers in the education of children;
- To help promote the development of good study habits and positive attitudes to learning;
- To enable parents to understand the nature of work children are expected to be doing within their year group expectation.

In order to achieve these aims, homework is set regularly throughout the school, gradually increasing in quantity and complexity, as children get older. All homework is uploaded onto Google Classroom weekly; this can include Maths, Reading, GPS, spellings and times tables. We adopt a paperless approach so do not send home paper spelling copies however, children are trained to know how to effectively practise spelling at home.

In Year 6 CGP Maths, GPS, Reading Booster Books are sent home and the pages that need completing are added to Google Classroom.

Homework constitutes an integral part of curriculum planning and homework tasks are set by teachers in accordance with their curriculum objectives, the age of the children and work being undertaken in class. Thus, tasks set are drawn from a range of activities, such as those indicated below.

In early years, home learning activities that link to what children have been learning in school will be posted on Tapestry. Families can access these and upload their own observations which teachers will check regularly. We encourage families to share any out of school achievements on Tapestry as well. Children will be sent home an ebook and a love of reading library book weekly. We expect children to read at home 5 times a week and for this to be recorded in the reading record.

When setting homework, teachers will inform parents and children when it must be returned. It is expected that homework will be completed carefully and handed in on time every week. In addition, each child is provided with a Reading Record which notes the books which have been read, and which parents are asked to sign as they read with their children, adding any relevant comments. In Year 5 and 6 children may write in their own reads, but a parent is expected to sign the planner weekly. The expectation is at least 5 reads per week; children can earn badges for reading regularly.

Teachers will check to see whether homework is completed and it will be acknowledged. In Year 6, additionally, the teachers will review the homework with the entire class providing verbal feedback and addressing areas of common misconception.

Homework tasks will be consistent across each year group and the homework task choice will be discussed in year group meetings.

When setting homework, teachers will take account of different levels of ability and of pupils with specific needs.

An optional termly supplementary grid will be provided in each year group for children to complete additional tasks of a more creative nature.

Half termly Maths 'Key Instant Recall Fact' sheets are sent home for pupils to learn. These are also available on google classroom

Suggested Weekly Homework Allocation			
FS/KS1	Subject	Time (allocated throughout the week)	Total Time
FS	Sound book	Timings are <i>suggestions</i> only	10m daily
	Reading/learning sounds		10m daily
	Maths activities as stated on weekly blog		10m daily
Year 1	Reading*	50 minutes	1 hour, 10 minutes
	Numeracy	10 minutes	
	Spellings	10 minutes	
Year 2	Online homework (Reading comprehension and Maths)	30 minutes 2 x 15 minutes	1 hour, 10 minutes (including reading 5x weekly)
	Times Tables	10 minutes	

Spellings	10 minutes
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KS2	Subject	Time (allocated throughout the week)	Total Time
Year 3/4	Reading**	5 x weekly	1.5 – 2hours (including reading 5x weekly)
	Online homework (GPS, Reading Comprehension and Maths)	60 minutes (3 x 20 minutes)	
	Times Tables	15 minutes	
	Spellings	15 minutes	
Year 5	Reading	25 minutes	1.75-2 hours
	Online homework	20 minutes	
	Times Tables	15 minutes	
	Spellings	20 minutes	
	Fortnightly homework tasks 30 minutes total (15 minutes per week)		
Year 6	Reading	10 minutes per read. 5-7 reads per week	1.75-2 hours
	CGP Books	15 minute tests x 3 per week.	
	Spellings	20 minutes	
	Grid homework	Optional	
<p>* Daily reading session to an adult at home.</p> <p>** Weekly reading sessions to an adult at home.</p> <p>More proficient readers daily reading to self with occasional adult supervision</p>			

Reviewed: October 2023