



Thomas Hickman School

Homework Policy

This policy was adopted by the Full Governing Board

SLT Member Accountable for Review

Deputy Headteacher – Quality of Learning

Date of Last Review

July 25

Date of next review

July 26

Version	Summary of Changes	Date	Author(s)
Sept 25	<ul style="list-style-type: none"><li data-bbox="376 286 1038 389">• Under the heading 'feedback' a bullet point has been added to state that some feedback is automatic with certain platforms i.e. My Maths	22.07.25	Claire Osborne

Introduction:

In line with National Curriculum requirements, homework is set weekly and children are encouraged and expected to establish good homework habits from the beginning of their school life.

The main focus of homework will be Maths and English, with occasional tasks to extend and enhance learning across the curriculum.

We strive to ensure that homework is reasonable for everyone involved, recognising the vital role that parents and carers play in this support. Nevertheless, if homework begins to feel burdensome or leads to conflict within the household, please communicate with the class teacher, who will be able to provide assistance.

We do provide a weekly Homework Club as part of our enrichment timetable, but it is limited to 15 children in KS1 and 15 children in KS2.

Our homework timetable has been designed to accommodate all families and children whose parents reside in separate households and have weekend visitations. We recognise that weekends are often a busy time for families, and attempting to complete homework on a Sunday evening is not conducive to a productive start to the learning week.

If children do not complete their homework, they are not 'penalised' – this aligns with our Hand on Heart approach. Instead, they will be encouraged to finish their homework during their own time at school, such as during early morning work, playtime or lunchtime, with the support of an adult.

Additionally, discreet records are kept and if a child consistently fails to complete and return tasks; this will be discussed with the child and their parents.

To repeat the core aim of homework, it is to encourage and establish good habits of home learning from the beginning of their school life; in secondary school and further education, homework cannot be avoided – let's work together to get them prepared.

Operational Homework support

- Thomas Hickman School provides each child, from Year 1 to Year 6, with a Google Classroom login to access homework that is being set. EYFS children have access to Tapestry. In addition to this all children have a login for either Numbots or TT Rockstars. Reading Eggs and My Maths.
- There is an opportunity for children to borrow a Chromebook from the school. This initiative is designed to support children who do not have access to a device at home, enabling them to complete their homework assignments. In such cases, a home-school agreement will be established with the parent or carer.

The Homework Timetable





We believe that homework benefits children by:

- reinforcing concepts and skills taught in school;
- enabling pupils to revisit aspects of the curriculum;
- encouraging children to read to their parents/carers;
- providing an opportunity for parents/carers to become involved in their child's learning;
- helping to demonstrate to children that learning can take place in many environments;
- promoting learning at home as an essential part of good education;
- helping children and young people to develop skills and attitudes they need for successful lifelong learning;
- supporting the development of independent learning skills, including the habits of enquiry and investigation.

At the beginning of each year, the classteacher stipulates the day Homework is set and when it should be returned by. Typically, most teachers set homework on a Friday for it to be returned by the following Thursday.

*It is not our policy to give homework over the holidays and half term breaks.

**Sometimes teachers may send specific tasks to support the learning of the children but this will be discussed with parents.

<p>EYFS</p>   	<p><u>Tapestry</u> - Phonics videos tailored to your child's reading proficiency and phonics group. We kindly encourage you to view these videos on a daily basis to enhance your child's reading development.</p> <p><u>Reading book</u> - Daily listening to a reading book is essential. Please ensure that it is documented in the provided reading record.</p> <p><u>Reading Eggs</u> – Kindly navigate to the 'Reading Eggs' section. Your child's class teacher may additionally assign 'lessons' for the children to engage with. Our goal is to ensure 60 minutes of activity per week, though this should not be undertaken in a single session.</p> <p><u>Numbots</u> - Numbots is an Online Learning Platform that has been specifically designed to support your child's addition and subtraction skills.</p>
<p>KS1 (Years 1 and 2)</p> 	<p><u>Google Classroom</u> - Phonics videos tailored to your child's reading proficiency and phonics group. We kindly encourage you to view these videos on a daily basis to enhance your child's reading development.</p>



Reading book - Daily listening to a reading book is essential. Please ensure that it is documented in the provided reading record.

Reading Eggs – Kindly navigate to the 'Reading Eggs' section. Your child's class teacher may additionally assign 'lessons' for the children to engage with. Our goal is to ensure 60 minutes of activity per week, though this should not be undertaken in a single session.

My Maths – My Maths aids children in consolidating the knowledge and skills they have acquired in class. Class teachers will assign tasks that are connected to previous learning.

Numbots - Numbots is an Online Learning Platform that has been specifically designed to support your child's addition and subtraction skills.

KS2 (Years 3, 4, 5 and 6)



Google Classroom - If your child is participating in phonics or the Fresh Start programme, they will find phonics videos available on Google Classroom to enhance their learning experience. These videos are recommended to be viewed daily, as each is approximately five minutes long. Teachers may also assign tasks that require 'pupil voice' feedback, such as reflections on what a specific science investigation revealed.

Reading book - children can read their books from school, books from home, newspapers, magazines, non-fiction, graphic novels...the list is endless, we just want them to enjoy reading! Alternatively, they can listen to someone reading to them or even enjoy an audio/online book.

Reading Eggs – Kindly proceed to the 'Reading Eggspress' section of the website. Teachers will assign tasks for completion, and children are also encouraged to explore books of their choosing.

My Maths – My Maths aids children in consolidating the knowledge and skills they have acquired in class. Class teachers will assign tasks that are connected to previous learning.

TTRockstars - This website assists children in enhancing their understanding of timetables. Year 4 students undertake the compulsory Multiplication Check,

	making it essential to practise these skills on a daily basis.
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Feedback

All children receive prompt feedback on their homework in a variety of forms such as:

- verbal
- written (via Google Classroom, either personally or as a group)
- class discussion
- Automatic feedback from some platforms, for example, MyMaths

Reasonable adjustments/adapted tasks

It may be necessary to provide adapted tasks/reasonable adjustments to suit different abilities and to meet the requirements of all pupils. Providing these adjustments will also make it possible for the homework task to be completed independently. There will be instances when the same homework task will be suitable for all pupils.

Special educational needs

It is the responsibility of the class teacher to set appropriate homework for all pupils and to provide tasks that can be undertaken independently. Whenever necessary, the class teacher should provide scaffolding /adaptive teaching tasks for pupils with special educational needs, with any reasonable adjustments to homework to be recorded on their Pupil Support Plan.

The SENDCO/SENTA should liaise closely with class teachers to co-ordinate homework tasks for pupils who may receive extra support

If you have any questions or comments regarding the homework, please contact your child's class teacher on office@thomashickman.bucks.sch.uk



Child agreement for Home Learning on Google Classroom

Online Home Learning Guidelines for Pupils

General reminders of keeping safe online (see THS website for more guidance)

I want to stay safe online and I know that anything I do on the computer, phone, tablet or internet may be seen by someone else.

I will:

- only open pages which my parent, carer or teacher has said are okay
- talk to my parent, carer or teacher before using anything on the internet that I'm unsure about
- tell my parent, carer or teacher if anything makes me feel scared or uncomfortable
- make sure all the messages I send and comments I leave are polite and positive
- tell my parent, carer or teacher if I get a nasty message or something makes me feel uncomfortable, and I will not reply
- not give my phone number or address to anyone online.
- not tell people about myself online (I will not tell them my name, anything about where I live or where I go to school, names of clubs I attend)
- not upload photographs of myself onto the computer or internet without my parent or carer's permission
- keep any passwords I have private
- only speak to people I know online and on the phone.
- never agree to share photos, phone, video call or meet a stranger.
- Always make sure my parent/carer knows who I am talking to or messaging.



Google Classroom – the safe way to use it

- When using Google Classroom, the teacher may let pupils comment, or they may have turned comments off.
- If you are allowed to comment you must remember our BIRDS behaviours – these apply to online behaviour too.
- Remember to be polite and positive and comments should only ever be related to your learning.
- Remember - teachers can see exactly who posts what on Google Classroom.
- If your teacher wants you to create a post, for example taking a picture of your Home Learning Project, they will enable you to create posts for that time.
- If you are posting photos of your learning, please remember to do so safely – remember to always check with your parent/carer before uploading a photo, and try to make sure your photo is of the learning, not you.
- If it is a photo of you, you must be suitably dressed and in a suitable location

UNACCEPTABLE USE

Examples of unacceptable use include, but are not limited to

- Creating or sending any messages or comments that might upset other people.
- Using another person's username and password e.g. to access a device or website.
- Looking at, or changing work that belongs to other people without their permission.
- Wasting time or resources on school computers.
- Sharing pictures or making video calls without checking with your parent/carer



Parent/Carer agreement for Home Learning on Google Classroom

Online Home Learning Guidelines for Parents and Carers

- Make sure your child understands and is aware of the pupil guidelines.
- Answer the phone to school staff or return calls, messages or emails. Staff may call from withheld numbers if not calling from school.
- Supervise your child's internet use and online learning – make sure you are aware of what they have been asked to do and the websites they need to access.
- Make sure you know who your child is talking to or messaging. If a member of staff calls to speak to your children – check that you know who they are, speak to the member of staff yourself before your child talks to them, stay in the room while your child is on the phone.

Guidelines for All Video Calls and Video lessons

- The parent or carer must make sure their child and other members of the household are aware the video call is happening.
- Staff, children and other members of the household must wear suitable clothing (pyjamas aren't suitable)
- Devices used should be in appropriate areas, for example, **not in bedrooms** and where possible be against a neutral background.
- Language must be professional and appropriate at all times, including any family members in the background.
- The same expectations apply for remote teaching and conversations as per normal school conduct.
- Staff will only ever video call a pupil with prior agreement with parents and the Headteacher, Deputy or Assistant Head.
- Video calls will always be at a pre-arranged time. The times of all video calls and lessons will be published on Google Classroom and logged.

Additional information for Live 1:1 Lessons

- Parents will need to appear on screen at the start of the lesson to confirm they give consent for their child to be part of the group conversation. The parent or carer must stay in the room. An agreement will be made by teacher and parent/carers as to whether or not the session will be recorded.
- Staff will only ever video call a pupil with prior agreement from parents and the Headteacher, Deputy or Assistant Head.
- This will be at a pre-arranged time and day.

Additional information for Live Group Lessons

- If your child takes part in a group video conversation, they can be seen by their teacher and the other pupils. They can also potentially be seen and heard by members of other pupils' households that are part of the conversation.
- Parents will need to give consent for their child to be part of a group video lesson.
- Parents will need to appear on screen at the start of the lesson to confirm they give consent for their child to be part of the group conversation.
- If the teacher has any concerns about children (or other members of the household) using unsuitable language, dress or location, the conversation will be ended and concerns will be recorded and passed to the Headteacher or Deputy Head
- Live classes should be kept to a reasonable length of time and should take place during normal lesson times.

