



Homework Expectations and Parental Engagement



‘Practise makes Permanent’

Throughout the children’s learning journey at St Edward’s we promote that ‘practise makes permanent’ and are continually checking knowledge and understanding of current and previous learning. We value reading as a priority, as it is so important for learning and life. The DfE document, ‘[Teaching a broad and balanced curriculum for education recovery](#)’ (June 2021) also affirms the importance of reading at school and at home, stating that, ‘*Making sure pupils catch up with their reading is the priority, since it is vital for their access to the rest of the curriculum.... It should happen not simply in English lessons but also in other subjects, such as history, so that pupils learn from what they read. **They should also have time to read for pleasure... children practise reading books that are decodable for them at that stage of their learning, every day, both at home and in school.***’

Evidence indicates that encouraging children to continue their learning at home will result in a more secure understanding of new learning, quick recall of facts and motivate children to try their very best. As we are a first school, our children rely on you, as parents and carers, to encourage and support them with this. As you are aware, we monitor engagement and this informs part of the Parental Engagement judgement on your child’s ‘My Year of Learning’ (MYOL).

In light of parent feedback from our recent questionnaire, and discussions with yourselves and staff, we have made some changes to our homework expectations. We believe that our approach will support and develop children’s learning in school and maximise opportunities to close attainment gaps due to missed learning during the COVID19 lockdown. The table below details our revised routines and expectations for homework at St Edward’s Academy Cheddleton.

As ‘usual’, homework will be shared on ClassDojo (Class Stories) and can also be found on the academy website under the Curriculum tab (Home Learning). <https://www.stedwardscheddleton.co.uk/home-learning/>

	Homework	Parental Engagement
Reading Statutory tests: Phonic Screen Y1 June 2023 SATs Y2 Reading – fluency and comprehension May 2023	Nursery to Y4 Reading 5 x a week (5 – 10 mins) Read phonics reading book or colour banded reading book at least 3 x a week Other suggestions for the other 2 practise reads at home are... reading for a purpose/pleasure - own books, magazines, recipes, road signs. Home reading is an opportunity to work on your child’s reading target from their MYOL	  Formerly GoRead Boom Reader (formerly GoRead) Please use this app to record when your child reads with you and write a comment once a week about their reading. This comment should relate to learning objectives /comments shared by the class teacher. Suggestions of comments: <ul style="list-style-type: none"> • Albert read “Tara’s Party”. He noticed the ar in the title and could spot other words in the book with ar in.

		<ul style="list-style-type: none"> • Jane read “Little Red Riding Hood” and asked what the word snarled meant. I hope she can tell you when she comes into school! She said LRRH was brave and showed courage. • David read really well but found it difficult to answer the question, Why did the elephant get upset? We talked about what had happened to the elephant. As he read more of the book he was able to describe how the elephant felt in different situations. <p>The children will also read daily in school independently, in small groups or as a class, reading information, PowerPoints, books etc. during English and other subject lessons. Class teachers and Child Champions will record on Boom Reader (GoRead) when they read individually with your child and share a learning focus to work on at home too.</p>
<p>Mental Maths</p> <p>Statutory tests:</p> <p>SATs Y2 Maths May 2023</p> <p>Y4 Multiplication Tables Check June 2023</p>	<p>Nursery to Y4 Mental Maths 3 x a week (5 mins)</p>	<p>A mental maths homework sheet will be sent home on Dojo Class Stories each half term.</p> <p>Children in Year 3 and 4 should continue to use TTRockstars as part of their mental maths homework. Year 2 will be introduced to this in the Spring Term to help with multiplication targets.</p> <p>For children who are not using TT-Rockstars, please ensure a photo is added to your child’s portfolio on ClassDojo to show their participation.</p>
<p>Spelling</p> <p>Statutory tests:</p> <p>SATs Y2 Writing ongoing throughout the year</p>	<p>Y1 to Y4 3 common exception words – (CEW) to learn each week</p> <p>Spelling Challenge – this will be linked to the phonics or spelling work being taught each week.</p>	<p>Spellings will be sent home weekly on a Monday on Class Story.</p> <p>CEW lists are also on the academy website for you to use to work on at home.</p> <p>Most children will write sentences containing these words in school in weekly sticky knowledge quizzes.</p>

Wider Curriculum homework	Nursery to Y4 This is now an optional (but still valuable) part of our homework expectations to allow for reading, spelling and mental maths homework to take priority as we endeavour to catch up and recover from Covid disruption.	Parents/carers to share children's work via portfolio on ClassDojo when completed. Teaching staff will respond to 1 activity per week and will reward children for going 'above and beyond' with their homework.
<p>'Catch Up' Class teachers will share aspects of catch up learning that they will be concentrating on in school at relevant points in the year. You will receive a specific message on dojo if their teacher assessment shows that your child has gaps relating to this so that you can support them in this learning too.</p>		
<p>MYOL Targets Your child's MYOL targets for Reading, Writing, Maths and other areas can be worked on as part of the homework above. If you believe your child has achieved a target from their MYOL independently on at least 3 occasions, please share work via portfolio. They will be reviewed in school and updated on their MYOL termly.</p>		
<p>Pupil Passport Targets Children should work on their individual Pupil Passport targets at home. They may need significant support to start with and should work towards independence before their targets are changed. Practise and achievements should be shared via portfolio. Teachers will update passports when targets are secure and independently met. There will be a regular face to face review meeting with the class teacher to discuss the impact of school and home support.</p>		

Teachers or Child Champions (Teaching Assistants) will view homework shared on portfolio. They will approve and/ or comment as appropriate. Reading comments are read and responded to as required.

If you would prefer your child to use an **exercise book** to do their homework in, rather than uploading to Class Dojo portfolio, please let your child's class teacher know.

If you have any queries or questions regarding our homework policy and expectations, please contact me directly via Dojo messenger. Any queries about your child's class and individual homework should be sent to your child's class teacher directly on Dojo messenger.

Thank you for your continued support as we work together to ensure your child/children achieve their very best at St Edward's.

Mrs Hordern