



Executive Headteacher: Mrs Cathy Draper

Short Heath Federation

Homework Policy

Date Adopted	Sept 2018
Executive Headteacher Signature	
Chair of Governors Signature	
Date for Review	Sept 2019

SHORT HEATH FEDERATION

This homework policy has been reviewed in the light of comments retrieved from parental questionnaires and parental consultations. It has been agreed by all members of staff in order to develop a consistent approach within each school and across the federation.

We believe homework:

- consolidates and reinforces knowledge, skills and understanding in English, Mathematics and other curriculum areas,
- helps raise the level of achievement of individual pupils
- provides opportunities for parents and children to work together
- fosters an effective partnership between home and school

We value the support of parents/carers and we believe that this policy will be successful if there is a strong partnership between home and school.

We recognise that all children need leisure time and hope that our policy reflects a balance so children can extend and consolidate their learning with parental support while still allowing 'down time.' Most of the homework is provided for completion over the course of a week, fortnight or term so it can be made to fit around family lifestyles and commitments. Other homework e.g. reading, multiplication tables and spellings are proven to be better when completed in shorter daily sessions.

Recommended Time Allocation:

The recommended time allocation for homework for primary aged children is as follows:

Reception & Year 1 & 2 60 minutes per week.

Years 3 & 4 90 minutes per week

Years 5 & 6 120 minutes per week.

A breakdown of how homework is structured is provided below. This has been designed to encourage a gradual progression of skills and expectation so by the time children reach Year 6 they have established a clear routine in preparation for high school.

For KS1 Pupils we recommend:

- Pupils complete homework in short daily sessions, 'a little and often' for example reading on a daily basis for a 10 minutes.
- Pupils complete homework by using games enabling pupil's emotions of enthusiasm and excitement to help them learn avoiding emotions of fear and anxiety. The use of rewards is an important means to motivate pupils.
- Pupils complete homework, together with adults or older siblings, to encourage a supportive culture whereby pupils understand they always have help at hand.
- Pupils complete homework by talking about it with family members – as learning is enhanced by sharing with others.

For KS2 Pupils we recommend:

- Pupils should complete their homework early in the week on their own to take responsibility for developing their independent learning skills and personal time management skills.

- Pupils should ask for an adult or older sibling to check / help them complete their homework. This is a very important opportunity to develop a child’s self-checking and review skills. At first the pupil may be quite adult dependant, but during the course of the year this is expected to diminish, as the child grows in confidence, independence and personal responsibility.
- Pupils should, if necessary, bring homework into school later in the week if they are still struggling with it and adults at home are unable to assist. In school, a member of staff or friend of the pupil will provide support and encouragement to complete the homework and check it.
- Homework is set on **Friday** - pupils should hand in their homework **on Wednesday**.
- Homework will often be peer marked.

Special Educational Needs

Whilst it is important that children with a special educational need do as much in common with other children in the class, there will be occasions when it is more appropriate for them to do work which addresses their individual needs. Wherever possible these should be linked to their SEN Support Plan and should give plenty of opportunity for pupils to succeed.

Deepening Learning

It is equally important that homework challenges a child’s thinking and reasoning. Where it is appropriate to a child’s needs, teachers will give homework that further challenges your child in order to progress their learning.

Below is a brief overview of homework set in each year group:

<p>Nursery</p>	<ul style="list-style-type: none"> • Children take home a reading book of their choice, EVERY DAY from Story Corner book boxes. • Children take home a WEEKLY ‘Book for Bedtime’ book, for parents to share with their child every night • Parents should record when they have read with their child and comment on their child’s enjoyment. • Children take home the Colour Group mascot throughout the year. They are encouraged to ‘record’ what they did together over the weekend (through photographs, mark making, drawing and parent annotations) and share with their friends on Mondays. • Children will be asked to bring things in from home during the year (e.g. family photographs/ photos of pets), or ‘find out’ as much as they can about something that is relevant to an activity in Nursery to help then to consolidate what has been taught (e.g. Can you spot which numbers are on your front door?)
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<p>Reception</p>	<p><u>Talk Homework</u></p> <p>In the weekly newsletter, you will find information about what your child has been learning and what they are going to be learning next.</p> <p>Please use this information to talk about the things they have experienced at school. There's no need to record this.</p> <p><u>Reading</u></p> <p>Two reading books will be sent home every week. Further books will be sent if and when required. Please read every night to and with your child and make a brief comment in their reading diary. Reading books should be brought back to school every day so they are always available in school. Even if your child has completed their book, repetition of a story reinforces the structure of story and knowing a book well builds their confidence in reading.</p> <p><u>Phonics</u></p> <p>In Reception, children are rapidly introduced to new sounds every day. These sounds will be sent home on a Friday in a 'Sound book' which can be used to regularly practise new sounds and recap on previous sounds that have been taught. When your child is ready, they may attempt to write their sounds too. You should do this with them. If you want any advice from staff on what sounds actually 'sound' like, please ask staff.</p> <p><u>High Frequency Words</u></p> <p>These are the most frequently used words that children need to be able to read and master by sight. These words will be sent home on a weekly basis to practise. Some of these words do not follow regular spelling patterns and can't be easily sounded out using phonic knowledge. We call these 'tricky' words. Please help your child to practice reading these words. It might help to make your own flashcards and play the games that are shown in the appendix.</p>
<p>Key Stage One (Year One and Year Two)</p>	<p><u>Reading</u></p> <p>In Key Stage One, children are encouraged to choose their own reading book from an appropriately levelled box of varied reading books. They are ideally expected to read <u>every night</u> with an adult but we reward any child who has read at least 3 times per week with an extra house point. Children need to bring their reading book and reading record into school every day so that any 1:1 reading in school can be recorded into the reading record. This is a key link between children, parents and school. Up to three books will be sent home every week with the expectation that they will re-read each book at least once. This is an important part of developing confidence, understanding and building up a repertoire of key words and phrases. Please feel free to add other books and reading your child has enjoyed at home as well as the books they bring home.</p> <p>Children will also be allocated an extra set of online books which they can freely choose from each half term. These books also include a set of quizzes and questions which will help your child to develop their reading comprehension skills.</p> <p>We record and closely monitor how often children read and class teachers are expected to follow up children who are not reading.</p>

Reminder notes will be sent home before discussing any issues with you on a 1:1 basis. Please talk to us about any concerns or difficulties you may have at an early stage and we will do our best to support.

Talking Homework

Children are set a 'Talking Topic' each week to involve families and let them know what the children have been learning about. This may be a question to provoke dinner table discussion or a challenge to find something out in preparation for the week ahead. Further details about what your child has been learning can also be found on the weekly newsletter. If you need to send something back in to school, you will be informed.

Practical Maths Game

Each week children will be given a maths game or activity relating to their learning that week. It will be a practical challenge or investigation aimed at consolidating their skills by giving them a real-life context and involving parents in their learning. Look out for the 'Even Deeper...' section which will support you to challenge your child to apply and deepen their skills.

Phonics – YEAR ONE

Year One children will receive a new 'Sound Book' at the beginning of year one. At the beginning of year one the children will revisit some of their sounds from reception and these will be sent home every Friday for you to practice. New sounds will then be added weekly as the children learn them. Phonics homework will continue all year, even after all sounds have been covered. From January the children will also receive 'real and nonsense' words weekly which can be practiced regularly.

Common Exception Words and Handwriting – YEAR TWO

Year Two children will receive weekly 'Common Exception Words' which are the tricky words that don't fit normal phonics patterns. Children will practice these, and rehearse their handwriting at the same time. Don't worry if you think your child already knows how to spell these words – 'Practise makes Permanent'. At the end of the half term, your child's class teacher will assess whether your child is ready to move onto the next stage or whether they need more time to consolidate what they have learnt. These words are practised daily in class and we very carefully track your child's progress. Some children will continue to bring home their 'Sound book' to help them recap known sounds and practice their sounds.

Family Learning Project

Every term, children will be encouraged to complete a family learning project. This is a practical 'open ended' project which encourages children to create a piece of work related to their termly learning journey. Details of the project are outlined in the termly 'learning journey leaflet' that is distributed near the beginning of every term. Projects are handed in during the second half term and are displayed in school.

Children are rewarded with house points for completing homework and for reading regularly at home – we love a bit of competition! Certificates are awarded for completion of Family Learning Journey projects.

Key Stage Two
(Y3, 4, 5 & 6)

Reading

In reading all children are provided with a home reading book appropriate to their ability. They are expected to read **every night** and bring their reading book and reading record into school every day so that any 1:1 reading in school can be recorded into the reading record. Their reading record shows you the types of questions you could be asking when you hear them read. It's important that, even when your child can read fluently on their own, you read with them, so that you can develop their comprehension skills. This reading record is a key link between children, parents and school. We will change reading books on a regular basis if the home reading diary has been completed. Please tell us in the reading record too about other reading that your child is doing at home, whatever it is. Please encourage your child to explore a variety of reading material – we reward those who try out different genres!

Spellings

Every Friday children will take home the spellings for that week either as a paper copy or via Spelling Shed; the spelling test is usually the following Wednesday. The spellings are linked directly to the Curriculum and follow the Look, Cover, Write, Check approach; activities are available on Spelling Shed so that children can practise in a variety of ways. Test results will be communicated to parents as necessary so that they can monitor progress. Don't worry if you think your child already knows how to spell these words. The National Curriculum tells us what they have to know and of course, 'Practise makes permanent'.

Mathematics

Through TTRockstars, learning of multiplication facts will be ongoing which will be checked through regular mental maths tests.

Family Learning Project

Projects are set at the beginning of each term and relate to the 'Learning Journey' that the children are currently enjoying. Families are given the title of the Learning Journey and some ideas and suggestions, but are very much encouraged to be creative and imaginative. The projects may combine many different skills and cover different curriculum areas such as art, writing, research and design, as well as reading, writing and mathematics. Projects will be set at the start of a term and handed in during the second half term ready for a class sharing event.

Additionally, children may receive extra homework and revision work prior to taking SATs. It is reasonable that homework for Y6 will increase, so that children are well prepared for their secondary education.

Children are rewarded with house points for completing homework and for reading regularly at home. Children are not kept in at playtime or lunchtime if they have not completed homework, although some children prefer this and we do our best to accommodate their wishes.

Roles and Responsibilities	
Role of the Governing Body	<p>The Governing Body has:</p> <ul style="list-style-type: none"> delegated powers and responsibilities to the Curriculum Committee and to the Executive Headteacher to oversee the development of this policy; nominated a link governor to visit the school regularly, to liaise with the Head of School and to report back to the Governing Body; responsibility for the effective implementation, monitoring and evaluation of this policy.
Role of the Executive Headteacher	<p>The Head of School will:</p> <ul style="list-style-type: none"> keep up to date with new developments with regard to homework; monitor and evaluate the effectiveness of the implementation of this policy.
Role of Head of School	<p>The Head of School will:</p> <ul style="list-style-type: none"> promote this policy by raising its status and importance; ensure that homework is built into teachers planning; provide supportive guidance for parents; keep up to date with new developments with regard to homework; monitor and evaluate the effectiveness of the implementation of this policy.
Role of the Teachers	<p>Teachers must:</p> <ul style="list-style-type: none"> integrate homework into their planning; set interesting tasks or activities; set homework appropriate to each child, increasing or decreasing the level of challenge as appropriate; explain when, what and how the work is to be done so that each child clearly understands; provide feedback to children in line with the marking and feedback policy.
Role of Parents/Carers	<p>Parents/carers are asked to:</p> <ul style="list-style-type: none"> sign the Home-School Agreement indicating their support for homework; praise the value of homework to their children; provide a suitable space in their home where their children can concentrate on their homework; establish a homework routine such as no television; read with their child every day; provide materials pens, pencils etc.; go through the homework before their child starts and discuss the completed work when finished; make the experience pleasurable; find time to work with their child or be at hand if a problem arises; discuss, encourage and praise their child's efforts; contact the school if they are not sure of some aspect of the homework or if their child is experiencing difficulties in doing it; contribute to school evaluation so the school can monitor and evaluate its effectiveness.

Role of Children	<p>Children are asked to:</p> <ul style="list-style-type: none"> • follow the School Rules' which includes 'We are ready to learn' (this include home) • complete their homework and hand it in on time; • read daily; • listen carefully in class to make sure they understand what is asked of them • contribute to pupil interviews and pupil questionnaires on homework for the school to monitor and evaluate; • make sure they get feedback on their homework; • highlight to the Pupil Leadership Team any ideas they may have about homework • complete their homework using appropriate writing materials; • have a go at all their homework activities; • talk to an adult if they do not understand their homework.
Feedback	<p>All children receive prompt feedback on their homework in a variety of forms such as:</p> <ul style="list-style-type: none"> • verbal; • written; • class discussion; • praise and recognition during an achievement assembly. <p>Parents are asked to:</p> <ul style="list-style-type: none"> • give teachers any feedback they feel might be useful; • encourage their children to talk about the feedback they have received; • contact the school if they have any concern.
Monitoring	<p>Monitoring and review</p> <p>It is the responsibility of our governing body to agree and then monitor the school homework policy. This is done by the committee of the governing body that deals with curriculum issues. Our homework policy is reviewed annually by the Executive Headteacher and Heads of School in consultation with teaching staff, parents and children.</p>
Review	<p>This policy will be reviewed:</p> <ul style="list-style-type: none"> • as part of the school's development cycle; • in consultation with staff and parents/carers; • by governors annually.