



## Carden Primary School

# Policy for Homework

Date Reviewed:                      2014  
Next Review date:                2016

## Carden Primary School Homework Policy

At Carden we are aware of, and acknowledge, that there are many different views on the value and purpose of homework. This policy attempts to bring together the best educational intentions of homework and parent/carer views on how we can best support learning at home.

### Definition

At Carden we view homework as being any supported or independent task undertaken outside of curriculum time which reinforces, extends and/or enriches current learning.

This may constitute:

- Regular homework skills tasks such as reading and use of reading diaries, key word lists and spelling, times tables or handwriting practice (all pupils).
- Specific research, analysis or consolidation work as follow up or preparation tasks (KS2).
- Wider ranging Home Learning projects as part of wider topic work or whole school family learning projects (all pupils).

### Philosophy

Well planned homework can make an important contribution to children's progress and attainment at school and is therefore a valuable and essential part of a child's education. We believe that homework at its most effective is when communication and expectations are clear to everyone. Constructive feedback and valuing children's efforts are at the heart of making homework a valuable experience. We appreciate that parents play a key role in supporting this.

### Aims and purpose of policy

Through this policy we aim:

- 1) To provide a clear definition of the purpose and nature of homework at Carden.
- 2) To ensure consistency of approach throughout the school.
- 3) To provide clear guidelines for progression across the school.
- 4) To outline the roles and responsibilities of those involved.
- 5) To make clear the ways in which we aim to ensure that homework makes an important contribution to the quality of learning in school.
- 6) To provide opportunities to practice, consolidate, reinforce and extend skills and understanding of work covered in school.
- 7) To enable children to further develop their self discipline and assist them in developing the ability to work independently in preparation for secondary transfer.
- 8) To enable children to establish good work patterns by taking some responsibility for their own learning and becoming independent and well organized learners.
- 9) To create an effective partnership between home and school by-
  - Encouraging parents and carers to gain a clearer insight into what is being taught in school so they can effectively support their child's learning
  - Encouraging parents to become involved in the educational progress of their child
  - Providing opportunities for parents and children to enjoy learning experiences through working together.

## **ROLES AND RESPONSIBILITIES**

### **Teacher Responsibilities:**

#### **Planning/Setting up**

- To provide opportunities for pupils to consolidate or enrich their learning through a range of stimulating and creative activities for homework, drawing on a range of different approaches throughout the year.
- To plan homework that is relevant to the pupils' current or forthcoming learning.
- To ensure that, where possible, homework is differentiated to cater for the different needs and abilities of the pupils in the class.
- Homework will be set in line with the agreed formats and timetables and will be handed out consistently on the same day, wherever possible. Exceptions to this are when there are changes to the normal routine of the week e.g. an educational visit.
- To explain homework clearly to the class and take time if necessary, to reinforce homework instructions and be available for further help with homework if a child expresses difficulty.
- To support parent/carer requests for explanations and methodology.

#### **Responding/Marking**

- Teachers may allow time within a lesson for the discussion of completed homework.
- Where appropriate there will be some oral feedback to the class/individual as necessary.
- When paper homework has been sent home, teachers will mark it and return it in a timely fashion.
- Weekly homework will be set up on Fridays and should be submitted by the following Wednesday.
- Broader project and Home Learning tasks will be celebrated and fed back to within classes.
- Parents will be invited in to view marked homework projects at various celebration events during the year.
- Teachers may offer praise for the completion of homework on time and **may** offer other rewards e.g. house points.

#### **Monitoring**

- Teachers will monitor the completion of homework, identifying pupils who have not completed their homework and responding to this by discussing with the pupil reasons for this and alerting the parents if this is a regular occurrence.
- In some situations teachers **may** ask a pupil to complete homework at a break time if they feel the activity is a necessary pre-requisite to the work that is to follow.
- Alternative arrangements for the date homework is due can be made, if a pupil or parent raises any reasonable concerns as to why the homework cannot be completed by the deadline set. This must be negotiated in advance wherever possible.

### **Pupil Responsibilities:**

These responsibilities obviously need to be viewed in an age appropriate manner. EYFS and KS1 pupils are dependent on adult support to make time and space for regular reading or number practice. KS2 pupils are increasingly able to take some responsibility for their homework and as they progress through the school. The expectation being that by the end of Yr6 they can take full responsibility for completion and submission of all homework tasks. At that point their responsibilities are:

- To listen carefully to the instructions given for homework and ask any relevant questions at the time it is set or at another appropriate time to ensure clarity.
- To find a suitable time and place in which to complete homework with a good level of concentration.
- To ensure they start their homework in good time, allowing themselves time to discuss any concerns or difficulties with the teacher before the homework is due in.
- In KS2 homework will be recorded in homework books, provided by the school.
- To take responsibility for homework in ensuring it is completed to the best of their ability.
- To alert parents and teachers of any difficulties with homework or any situation that may require an extension of the deadline in advance of this date.

#### **Parents/carers role:**

- To be aware of the homework set for their child by checking with their child and class teacher.
- To help to provide a time and place that is conducive to good levels of concentration for homework to be completed.
- To provide support and assistance to their child with homework where possible and appropriate, but ensure that the finished work is a true reflection of their child's own knowledge and understanding.
- To discuss with the teacher any concerns regarding homework or any situation that may require an extension of the deadline in advance of this date.
- To provide encouragement and praise for homework completed.

#### **ALLOCATION OF HOMEWORK**

The time spent and brief details of homework set within each year group are outlined in Appendix I. It is our aim that the time allocation and nature of the tasks is progressive throughout the school. There should be evidence of continuity of homework opportunities between classes in the same year group. Progression and continuity will be achieved by:

- Discussing homework set as part of weekly planning meetings
- Monitoring and review of planning and children's homework by year groups and phase leaders who will feed back to SLT.

#### **GUIDELINES FOR SEN AND MORE ABLE PUPILS**

Homework will be differentiated. This may be through a variety of means e.g. by the activity, by outcome or resources etc.

#### **SUPPORT FOR PUPILS**

In order to support children with their project homework, each year group will be provided with a support sheet re useful websites, books etc. There are also a number of libraries in Brighton offering homework support during term time known as 'The H Club' through this link <http://www.brighton-hovepml.org.uk/Libraries/Pages/Homeworkclubs.aspx>. These are available for children aged 9-16 and offer help with internet access, printing and photocopying for free. Libraries offering these clubs include Patcham, Coldean, Hangleton, Rottingdean, Whitehawk, Moulsecoomb and Portslade. Further details can be obtained by contacting the individual library direct or via the website [www.citylibraries.info](http://www.citylibraries.info)

## **SUBJECT SPECIFIC GUIDANCE**

### **Maths**

All Maths homework should consolidate and link to work being undertaken in class. Its principal aim is to develop fluency in mathematics. All home learning should be appropriate to each child. It may take various forms:

- Learning – primarily learning of number bonds, tables and related division facts but in upper Key stage 2 may be related to useful known facts such as the first 10 square numbers, measurement conversions etc. It should be introduced and followed up in class, usually during the daily 10 minutes of counting which each class should be completing. It may also be followed up by more formal number bonds/ tables tests which lead to certificates. The format of these tests is an agreed part of the school Maths policy and is adhered to by all classes.
- Games – these should be simple to administer at home (no complex equipment required) and ideally are played in class (either whole class or groups) both before and after the games are sent home. Evidence of this being carried out at home could be a signature/ comment by the adult they play with.
- Written – this should be to consolidate work recently carried out in class. The methods used in class should be used at home – parents/carers need to be offered the chance to have the school method demonstrated to them by the class teacher if necessary. None of this work should be new learning as this needs to be carried out in class. This homework should be followed up and misconceptions and errors corrected with either individuals/groups/whole class
- SATs related – Years 2 and 6 may send home examples of SATs questions (Delbert sheets). These should be followed up in class as above.
- It may be appropriate for investigations to be part of homework. To be effective it must be fully followed up and developed by the class teacher.

### **English**

#### **Reading**

Children, from Nursery through to year 6, are encouraged to share and/or read a wide range of texts for pleasure as often as possible with members of their family. Adults in the home environment can support this further by asking relevant questions about the text to check children's understanding. Home school reading booklets are used to record what the children are reading and are a useful way for parents/carers and teachers to communicate with each other. As a minimum parents/carers should note time/date of reading and who they read with or to.

#### **Writing**

Spelling patterns are taught throughout the school and activities and investigations to consolidate class based work will sometimes be used as a home work task. Learning a list of spellings for a weekly test is not part of the home work activities although lists with similar patterns may be sent home to use in another way.

Differentiated activities, games and educational websites will be used from time to time to support other areas of English such as writing, punctuation and grammar.

## **MONITORING & REVIEW OF HOMEWORK POLICY**

Parent/carer, pupil and teaching staff feedback will inform the monitoring of this policy. This policy will be due for review in 2016.

**APPENDIX I**  
**Year Group Homework Progression**

<b>Year Groups</b>	<b>English Support</b>	<b>Maths Support</b>	<b>Topic &amp; Project work</b>
<b>Nursery</b>	In Nursery parents/carers are asked to celebrate achievements and special events by taking photos, making notes and bringing them in to add to their child's Special Book. Parents/carers are invited to inform us of the child's individual needs and interests and the team then action these within the weekly planning. Each half term there is a planned family activity which can be done at home and then be brought into Nursery for discussion. Families are encouraged to borrow books from the Nursery library and to share them with their children.		
<b>Reception</b>	Phonics practice using cued articulation Reading with an adult using Reading Booklets to record Sentence practice activities	Number formation and recognition work	We encourage pupils to bring in anything which links with interests at home and explore them further within school.
<b>Suggested time spent</b>	10 mins 3 x per week	10 minutes	n/a
<b>Year 1</b>	Reading Yr1 - Leveled and free choice reading books are changed once per week.	Some reinforcement work sent home	From time to time children may be asked to research work on a topic and bring information or artifacts into school to support their learning
<b>Suggested time spent</b>	15 mins 3 x per week	15 minutes	n/a
<b>Year 2</b>	Reading Yr2 - Leveled and free choice reading books are changed once per week. Writing Some activities to support class English work are set.	Yr2 Some reinforcement work sent home and Delbert Maths sheets as SATs preparation during the Spring Term.	From time to time children may be asked to research work on a topic and bring information or artifacts into school to support their learning
<b>Suggested time spent</b>	15 mins 3 x per week	20 minutes	n/a
<b>Year 3</b>	Reading - Leveled reading books are changed once per week. Free choice books can be changed on a Monday, Wednesday or Friday. Writing activities to consolidate English work are set.	Consolidation and practice of current class Maths and/or learning number or tables facts.	Topic research or project, e.g. build a Roman shield. The frequency will vary depending on the topic.
<b>Suggested time spent</b>	Reading 15 mins 3 x per week Writing 15 mins per week	20 minutes	15 minutes
<b>Year 4</b>	Reading -Leveled reading books changed twice a week. Free choice books changed independently when necessary. Writing activities to consolidate English work are set.	Consolidation and practice of current class Maths and/or learning number or tables facts.	Topic research or project, e.g. build a Roman shield. The frequency will vary depending on the topic.
<b>Suggested time spent</b>	Reading - 20 mins 3 x per week Writing – 20 mins per week	20 minutes	20 minutes
<b>Year 5</b>	Reading and writing activities are intrinsically linked to help consolidate class English work. Reading for pleasure is encouraged and expected.	Consolidation and practice of current class Maths and/or learning number or tables facts.	Topic research or project, e.g. build a Roman shield. The frequency will vary depending on the topic.
<b>Suggested time spent</b>	Reading - 25 mins 3 x per week Writing – 25 minutes per week	30 minutes	25 minutes
<b>Year 6</b>	Reading and writing activities are intrinsically linked to help consolidate English work. Reading for pleasure is encouraged and expected. During the spring term activities to support SATs will be included in homework	Consolidation/practice of current class Maths and/or learning number or tables facts. Delbert Maths sheets as SATS prep in Spring Term	Topic research or project, e.g. build a Roman shield. The frequency will vary depending on the topic.
<b>Suggested time spent</b>	Reading - 25 mins 3 x per week Writing – 30 minutes per week	30 minutes	30 minutes

**APPENDIX 2**

**HOMWORK COVER SHEET**



**Carden Primary School Homework Sheet**

**Year group:**

**Date given:**

**Submission date:**

**Task**

**Resources**

**If you need any extra help or guidance please ask. We are happy to help!**

