



# NEW OSCOTT PRIMARY SCHOOL

## Homework Policy

**Reviewed January 2016**

At New Oscott we value homework as it allows your child to review, consolidate and extend their learning in school. It helps your child develop positive study skills and habits that will serve him or her well throughout life. Homework also helps parents learn more about what their child is learning in school. Staff and pupils regard homework as an integral part of the curriculum - it is planned and prepared alongside all other programmes of learning.

Through our policy we aim to:

- Ensure a consistent approach across the school
- Ensure progression towards independence and individual responsibility
- Ensure parents/ carers can support their child more effectively
- Extend and support learning
- Provide opportunities for parents/carers and children to work in partnership and enjoy learning experiences

### **Aims of homework:**

The aims and objectives of homework are:

- to consolidate and reinforce the learning done in school, and to allow children to practise skills taught in lessons thus helping them to make maximum academic progress
- to help children develop good work habits
- to help pupils develop the skills of an independent learner;
- to promote cooperation between home and school in supporting each child's learning

- to enable some aspects of the curriculum to be further explored independently
- to provide educational experiences not possible in school
- to provide opportunities for parents/carers and children to work in partnership and enjoy learning experiences

Homework may be set to support a specific and identified need in comprehension, tables or number bonds, sentence work, handwriting or grammar.

## **Reading**

We believe reading is a key aspect of developing a child's learning. We value parents and carers reading with and to their children because it allows them to enjoy texts they might not be able to read alone, therefore improving many key skills which enable a child to access the wider curriculum.

We have a phonics based approach to the teaching of reading and provide additional resources to enable parents to support their child in the early stages of learning to read. These include 'sound books' and key word bookmarks. We hold parent and child IMPACT sessions throughout the Reception year to enable parents to use these resources effectively and to provide guidance about sharing reading books at home.

Children are asked to bring their reading book/s and Reading Record book to school every day. As well as the reading material and tasks set by the teacher, children also have access to 'free choice' reading books from their class library.

## **English**

English homework will be set from Easter in Year 2 and throughout KS2 to support both reading and writing skills. The main focus will be punctuation and grammar but in KS2 teachers may alternatively set a short written task such as a paragraph to describe a setting.

## **Spellings**

Children are set spellings to learn at home and are tested on these spellings either as a list of words or through dictated sentences which include the spelling words. The words set either follow a spelling rule and/or are words from the lists of spellings to be taught as set out in the National Curriculum.

Spelling rules are taken from the national curriculum programmes of study which can be found on the 'Curriculum' page on our school website.

Word lists for year 3-4 and 5 - 6 are also included in these programmes of study and form part of our spelling programme. These lists contain words that are frequently used by pupils and are often misspelt. Many of these are 'common exception' words which do not follow the main spelling rules.

## **Maths**

Maths homework will be set to develop mental maths and problem solving skills. It will also consolidate understanding of concepts taught in class. Parents can support their child to develop fast recall of number bonds to 10 and 20, then 100, and then tables to 12x. By Y4 children are expected to be able to recall all their tables.

It is also valuable to develop skills in real life contexts so children make links with their learning e.g. cooking to develop maths skills relating to weight, using time tables for trains and buses, telling the time, finding focussed sight words in books/ magazines/ newspapers.

Guidance on age group expectations can be found on the school website under 'Curriculum'.

## **IMPACT**

During the year, each year group runs an 'IMPACT' session where parents are invited into school to work alongside their child. If the parent cannot attend, another familiar adult is invited to attend instead. In Years 1, 3 and 5 the focus is Maths. In Years 2, 4 and 6 the focus is English. During the session, the child is taught by their class teacher (Years 1 and 2) or set teacher (Years 3, 4, 5 & 6). There is then a series of follow up homeworks for the child to complete with support from their parent or familiar adult. During the half

term of IMPACT homework, we ask pupils to complete one activity for their POWER project - rather than the usual two.

IMPACT is a valuable opportunity for parents to learn more about what their child is learning in school and how to support and extend their learning at home.

### **POWER Projects (Topic-based learning)**

Every half term's learning in Humanities (History and Geography) is based around a topic in Years 1 to 6. As part of their homework, pupils are asked to choose and complete a minimum of two activities from a list of possible activities which link closely to this theme. The activities are linked to different areas of the curriculum including Maths, Design and Technology and History. Children may choose areas of the curriculum or topic which particularly interest them and/or utilise their talents and abilities. For example, pupils in Year 1 studying a topic on 'Toys' can choose from the following list of activities:

Can you make a glove or a sock puppet?

Research the toys that your parents and grandparents played with when they were little. What questions are you going to ask them? What did

Draw or paint a picture of your favourite toy and write some sentences to describe it.

Look in a toy catalogue or website and find some toys that cost less than £10. Choose two and work out how much they cost altogether.

Write a list of things you will need for a picnic with your favourite toy.

Write a party invitation to your friends and their toys. What do they need to bring? What do they need to wear? What will they do at the party?

Use your toys to act out a story that you know well. Can you take photographs and write a caption for each one?

What toys do children in other countries play with? Choose a country and compare their toys to your toys.

## Improving key life skills

Social skills, evaluation skills, problem solving, managing feelings and working collaboratively are key life skills. Developing key life skills improves children's motivation and approach to life and learning.

Working together as a team/ sharing/ communicating feelings develops a confident child who has no fear of getting things wrong or having a go!

Activities/ games/ helping around the house can develop maths and English skills but also vital life skills and are fun too!

For example:

- Board games - Playing scrabble is a great way of learning to spell but also teaches turn taking, solving problems, losing! The game 'Articulate' develops children's vocabulary and speaking and listening skills.
- Card games are great for developing mental maths, independence, patience!
- Dominoes are a great way to learn number bonds.

## Homework - Year Group Overview

As they move through the school, we increase the amount of homework that we give the children. The table below indicates homework set in each year group.

Year Group	Weekly homework	Topic work POWer project (half termly)
<b>Reception</b>	2 reading books per week (one may be a blending card) Sound book, keyword bookmark, letter cards	Occasional homework relating to current topic e.g. find out how

From Oct half term From Feb half term	Mathletics Week 1: Mathletics/Week 2: practical maths activity	mum/grandparent travelled to school <i>or</i> make a 3D flower
Summer term	Busy Book - own writing/ name writing	
<b>Year 1</b> All year Sept- Easter  Summer Term  All year	2 reading books per week Maths calculations (grid to practise 3x per week min.) Week 1: Number Club Week 2: Mathletics Spellings (grid to practise 3x per week min.)	POWER project each half term (minimum of 2 activities)  n.b. 1 activity Spring 2 + IMPACT follow-up work
<b>Year 2</b>    From Feb half term	2 reading books per week (or 1 reading book and 1 comprehension Orange Level +) Week 1: Mathletics & Number Club Week 2: curriculum-based Maths Spellings English homework (punctuation & grammar)	POWER project each half term (minimum of 2 activities)  n.b. 1 activity Spring 2 + IMPACT follow-up work
<b>Year 3</b>	1 reading book + follow up task Week 1: Mathletics & Number Club Week 2: curriculum-based Maths Spellings English homework (gen punctuation & grammar)	POWER project each half term (minimum of 2 activities) n.b. 1 activity Autumn 2 + IMPACT follow-up work
<b>Year 4</b>	1 reading book + follow up task Week 1: Mathletics & Number Club Week 2: curriculum-based Maths Spellings English homework (gen punctuation & grammar)	POWER project each half term (minimum of 2 activities) n.b. 1 activity Autumn 2 + IMPACT follow-up work
<b>Year 5</b>	1 reading book + follow up task /comprehension Week 1: Mathletics & Number Club Week 2: curriculum-based Maths Spellings English homework (gen punctuation & grammar or short writing task)	POWER project each half term (minimum of 2 activities) n.b. 1 activity Autumn 2 + IMPACT follow-up work
<b>Year 6</b>	1 reading book + follow up task/comprehension Week 1: Mathletics & Number Club Week 2: curriculum-based Maths Spellings English homework (gen punctuation & grammar/short writing task)	POWER project each half term (minimum of 2 activities) n.b. 1 activity Autumn 2 + IMPACT follow-up work  NO POWER PROJECTS SPRING 2 AND SUMMER 1 - ADDITIONAL REVISION FOR SATS

## **Organisation:**

- A Homework timetable will be set by the class teachers and communicated by letter and at the Year Group parents' meeting at the start of the year.
- Homework is generally set on a Friday and has to be completed by the following Wednesday. This ensures pupils and their families can plan to complete the homework over several days and around other activities and family time. Teachers need books returned by Wednesday to enable them to mark and set homework for Friday.
- Homework will be based in one book in Years 1 and 2. From Year 3, pupils will be given one homework book for English and one for maths. In addition, all pupils from Year 1 will be given a spelling book in which will be recorded their weekly list of spellings to learn as well as their spelling test in school.
- All pupils are given a plastic homework folder at the beginning of the year. Replacement folders may be purchased from the School Office.
- From Year 3 the teacher will provide a homework overview each week.
- Useful information of age related resources such as websites/ games/ good reads will be suggested on the termly topic letter to parents.
- Homework is not generally set in holidays. The exception to this is in Year 6 where pupils may be set additional SATs revision to complete during the two week Easter holiday.
- Homework boards are displayed in Year 2 cloakroom areas with spare homework available.

## **Equal Opportunities and Additional Needs**

Homework activities will be differentiated, where appropriate, to ensure the needs of pupils are best met. From Year 3, English, Maths and spelling homework is set by the teacher who teaches the English and Maths set -

rather than the class teacher. Reading books and follow-up tasks are set by the class teacher.

All children should do some homework in line with the school's policy. Pupils with SEND may be given additional support by a parent who scribes/part scribes some of their work. Children may also use other media such as a computer or tablet to complete homework tasks.

Work/ projects produced by children is valued and celebrated through display, discussion and assemblies. POWer projects give children flexibility and choice about how they communicate/record their information.

If parents and carers have any questions or concerns about homework, they should contact the child's class teacher.

### **Use of ICT**

A copy of the school's E-Safety policy is available from the School Office and may also be found on the school website. The child's safety is paramount in all matters regarding use of the internet and we advise parents and carers to always supervise their child's access to the internet.

The use of ICT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. This has far greater value than copying, pasting and printing out something that has been written by somebody else.

There are many websites containing highly educational material which can have a powerful effect on children's learning. We also make use of the 'Mathletics' on-line scheme at school and at home.

We discourage children from bringing memory sticks into school, because of the risk of viruses. However, when appropriate, a teacher might suggest that a child's work is e-mailed to the teacher at school.

## **The Role of Parents and Carers**

Parents and carers have a vital role to play in their child's education, and homework is an important part of this process. We ask parents and carers to encourage their child to complete the homework tasks that are set and praise them for their efforts. We ask them to help their children and to provide them with the sort of environment that allows children to do their best. Parents and carers can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

Ideally parents should read with their children every day to help them develop a love of books and stories and help them to grow in confidence. We ask parents and carers to sign their child's Reading Record and write a comment **once** a week to show that they have heard their child read and discussed their books with them on at least three occasions during that week.

If parents and carers have any questions or concerns about homework, they should contact the child's class teacher.

### **What will happen if pupils don't complete their homework?**

If a child has difficulty with the work, then we would expect them to ask for support from the class/set teacher before the due date to ensure they are able to complete the work.

The expectation is that children will complete their homework. However, if for any reason children are unable to complete their homework, parents or carers should provide the teacher with a note or contact the class teacher explaining why the homework has not been completed on the day that the homework was due to be returned to school.

Teachers will keep records of children completing homework and these records will be checked on a regular basis. A comment will be made on the children's annual report.

In KS2 there may be occasions where the child will miss some playtime or lunchtime, if they have not completed homework.

## **Marking Homework**

(see Marking and Presentation policy)

Homework is marked weekly and where appropriate a comment may be made about an aspect of the completed work for example, "Well done, Martha. You correctly punctuated the text with speech marks." Some teachers may use a stamp or sticker to acknowledge effort by pupils and reward work with raffle tickets and house points.

POWer projects will be celebrated through a 'show and discuss' time in class and/or through a display of pupils' work. In addition, pupils will be given a POWer project certificate.

### **Monitoring the effectiveness of this policy:**

The effectiveness of this policy will be reviewed annually or when the need arises, and the necessary recommendations for improvement will be made to the governors. Any review will involve the views of pupils, parents, teachers and governors.