



Homework Policy

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| Date adopted | September 2011 | Owner | Governors |
| Last reviewed | February 2017 | Review cycle | Two Years |

Introduction

As a school we believe that homework:

- has a positive impact on pupil's motivation and raising achievement;
- plays a valuable role in developing home-school relationships;
- provides opportunities for our children to practise and consolidate their concepts, skills and knowledge, to extend their techniques and strategies and to prepare for their future learning;
- activities should be varied, interesting and fun so that they motivate children, stimulate their learning and foster different study skills;
- should be clear and easily understood by children and parents.

Learning at Home

Children are encouraged to share with their parents what they are learning at school. The contribution parents make in providing a quiet place to work, giving encouragement and guidance, and checking that work is completed and handed in on time, is greatly valued.

Expectations

Expectations vary from year to year and according to the ability of the child. As a general rule all children should:

- **Read every day** from a range of fiction and non-fiction. It is important for all children to discuss the story, information or language to expand their understanding, use of inference and their ability to retrieve information.
- **Learn spellings or sounds.** There are lists of regularly used words, spelling rules and exceptions and, very importantly, the words that the individual child has used and misspelt. Sounds in Sound books.
- **Learn and constantly revise counting, number bonds, addition and subtraction facts, multiplication and division tables.** Chanting tables, quick questions, games and puzzles all help. There is a wide range of practice material available from booksellers which help make it fun or website addresses.
- **Increasingly research information for projects.** Trips to museums or places of interest, visits to the library, using encyclopaedias or surfing the net, as well as discussing ideas with the family, all increase children's understanding of the world around them and provide a wealth of knowledge for assignments for school.

In Key Stage 1

We aim to suggest a variety of activities which are all related to a learning outcome. In some cases, we will provide a set sheet or activity to be completed by the children. However, in most cases we will suggest different activities and starting points. By setting more open activities and tasks, we hope that the homework experience can be tailored to suit the individual needs of the child more closely, making the homework experience more valuable and rewarding. Parents are free to adapt the activities as they wish. Below is an example of how you might adapt an activity to suit the needs of your child. There will be space for your child to evaluate the activity they have completed by way of a smiley face and there will also be space for you to make a comment on the activity if you choose.

| Early Years | | |
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| Number and phonics books sent home (to be used for practising sound and number recognition) Reading together daily | Challenge Books (fortnightly) - optional activity to support what we are learning in the classroom - from January onwards | Activity scrapbooks sent home at the end of every half term/term |

| Year 1 | | |
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| Example of home activities: Recognise common fruit and vegetables. | | |
| <i>All children could...</i> Name fruit and vegetables that they have in their home. | <i>Most children could...</i> Name fruit and vegetables they see when out food shopping. Sort fruit and vegetables and describe how they were sorted. | <i>Some children could...</i> Draw fruit and vegetables, taste a new fruit or vegetable. Draw how they sorted fruit and vegetables. Sort fruit and vegetables and explain how they were sorted. |

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| Example of home activities: Describe a character from a story they have read | | |
| <i>All children could...</i> Talk about a character in a story they have read/ are reading. | <i>Most children could...</i> Draw a picture of a character in a story and tell an adult about it. The adult could write down the key points. | <i>Some children could...</i> Draw a picture and label with five describing words or phrases. |

| Year 2 | | |
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| Example of home activities: How many ways can they make £1? | | |
| <i>All children could...</i> Using real money, identify coins up to £1 and have experience of several ways of making £1. They may still need support counting out money beyond 20p. | <i>Most children could...</i> Using real money, sort piles of coins that total £1. They could record this in their books using rubbings, pictures and/or formal calculations. | <i>Some children could...</i> Using real money, sort piles of coins that total £1 and then move on to larger sums of money. They could record this in their books using rubbings, pictures and/or formal calculations. |

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| Example of home activities: Describe a character from a story they have read | | |
| <i>All children could...</i> Draw a picture and label with five describing words. | <i>Most children could...</i> Draw a picture, labelled with several descriptive words and then use these descriptive words to formulate simple sentences. | <i>Some children could...</i> Carefully choose a range of appropriate descriptions, write a piece of continuous prose to describe that character and then illustrate their work. |

In Key Stage 2 we will be using three categories to help differentiate homework:

Must - compulsory for all

Should - encouraged

Could - voluntary extension work

Responsibilities Key Stage 2

- It is the child's responsibility to complete and hand in homework on time.
- If time constraints are difficult, this should be explained to the teacher immediately.
- Standards of handwriting, spelling and presentation should be at least equal to the standard produced in school.
- Care should be taken to keep books clean.
- Parents need to check the diary for messages and to sign that work is being completed.
- Children can expect to have their homework marked.
- Team points are awarded for outstanding effort or achievement.
- Supreme effort may earn a Star of the Week award, presented in assembly and displayed on homework diaries.

Procedures/Problems

- Children should never spend more than an hour on a task, unless they are enjoying it and choose to continue for pleasure.
- Teachers need to know if a child is experiencing genuine difficulties.
- Children should not continue with a task which is upsetting both parent and child.
- If children have genuinely worked for a reasonable length of time and an assignment is not finished, then a note from the parent can explain this to the teacher.
- If work is regularly not completed, parents will be contacted via the homework diary.
- Any queries or problems about homework assignments should be addressed to the teacher (initially via the diary) so that concerns can be swiftly resolved.

Year 3 Homework

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| Maths (including mental maths) | Must Practise tables for their times tables ladder or complete given activity sheet. Should Practise their division knowledge using times tables. Could Play a maths game on Skoolbo. |
| Reading (to include accompanying worksheet or discussion card as appropriate) | Must Read three times a week for 10 minutes. Please sign and date your child's homework diary each time you hear them read. Should Reading four times a week or more for 10 minutes. Please sign and date your child's homework diary each time you hear them read. Could Review a book they have read. |
| Spelling | Must Learn weekly spellings and rule/pattern associated with them. Should Know what each word means and find other words that follow the pattern or rule. Could Write a short passage using the given spellings. |
| Topic | Must Complete activity given out by teacher. Could Research linked to the IPC (International Primary Curriculum) topic. |

Year 4 Homework

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| Maths | <p>Must Practise times tables etc.</p> <p>Weekly (must, should, could) task set linked to classwork or revision of previously completed topics.</p> |
| Reading | <p>Must Read three times a week for 15 minutes. Pupils can record pages read in their homework diary and parents can sign.</p> <p>Should Read four times a week or more for 15 minutes.</p> <p>Could Review a book they have read and share their review with the class</p> <p>(Identified children will continue to follow a reading scheme).</p> |
| Writing | <p>Must Complete the weekly homework task (must, should, could). The task is linked to classwork or revision of previously completed topics.</p> <p>Should Additional handwriting practise.</p> <p>Could Additional writing – write a short story/a recount/a diary entry or a poem in homework book or ‘free writing’ book.</p> |
| Spelling | <p>Must Learn National Curriculum spelling list and rule/pattern associated with them.</p> <p>Should Know what each word means and find other words that follow the pattern or rule.</p> <p>Could Use these words to write a short story and/or do Internet based games to practise the spelling rule/pattern for the week</p> |
| Topic | <p>Must/Should Complete task set (must, should, could) linked to the IPC (International Primary Curriculum) topic to complement classwork</p> <p>Could Additional research linked to the topic.</p> |

Year 5 Homework

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| <p>Maths (including mental maths)</p> | <p>Must Practise times tables etc.</p> <p>Weekly (must, should, could) task set linked to classwork or revision of previously completed topics.</p> |
| <p>Reading (to include accompanying worksheet or discussion card as appropriate)</p> | <p>Must Read three times a week for 15 minutes. Pupil to record book and pages in their homework diary each time they read and parents to sign.</p> <p>Should Read four times a week or more for 15 minutes. Pupil to record book and pages in their homework diary each time they read and parents to sign.</p> <p>Could Review a book they have read.</p> |
| <p>Spelling</p> | <p>Must Learn weekly spelling list set and rule/pattern associated with them.</p> <p>Should Know what each word means and find other words that follow the pattern or rule.</p> <p>Could Find Internet based games to practise the spelling rule/pattern for the week.</p> <p>(Identified children will continue to bring home weekly spelling sheets.)</p> |
| <p>English</p> | <p>Weekly (must, should, could) task set linked to classwork or revision of previously completed topics</p> <p>Could Additional handwriting practise.</p> |
| <p>Class</p> | <p>Weekly or fortnightly (must, should, could) task set linked to current topics in Science, IPC or RE</p> |

Year 6 Homework

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|---|---|
| <p>Maths (including mental maths)</p> | <p>Must Weekly task linked to classwork or revision of previously completed topics</p> <p>Should Reinforcement/extension activities to support above.</p> <p>Could Abacus online or similar - linked to current maths topic.</p> |
| <p>Reading (to an adult and/or discussing text with an adult)</p> | <p>Must Read three times a week for 20 minutes. Pupil to record book and pages in their homework diary each time they read and parents to sign.</p> <p>Should Read four times a week or more for 20 minutes. Pupil to record book and pages in their homework diary each time they read and parents to sign. Complete comprehension activity</p> <p>Could Review a book they have read.</p> |
| <p>Spelling</p> | <p>Must Learn weekly spellings and rule/pattern associated with them.</p> <p>Should Know what each word means and find other words that follow the pattern or rule. Do associated worksheet/activity.</p> <p>Could Do Internet based games to practise the spelling rule/pattern for the week (Spelling and Grammar Bug/Active learn)</p> <p>(Identified children will continue to bring home weekly spelling sheets.)</p> |
| <p>English</p> | <p>Must Weekly task linked to classwork or revision of previously completed topics.</p> <p>Should/Could Active Learn – linked to current Literacy topic.</p> |
| <p>Topic</p> | <p>Must/Should Questions and tasks to answer/complete linked to topic to complement classwork</p> <p>Could Complete further research linked to the topic.</p> |