

This policy was adopted by Governors at the meeting held on :	**20th October 2022**
Signed (Chair of Governors):	**Gustav MacLeod**
Date of Review:	**May 2023**

Homework Policy

We define homework as any activity that pupils undertake outside of school lesson time, either on their own or with the support of family members or carers. All Primary aged pupils need encouragement and support with their learning. They all learn in different ways, so need a broad range of opportunities, but may also need time away from distractions, such as the TV, in order to focus or just to enjoy some adult 1:1 time.

Our Aims

Why we give homework:

- Provide opportunities for children and parents to share learning experiences;
- It can inform parents about work going on in class;
- It can further stimulate enthusiasm for learning;
- It takes advantage of the home environment, resources and the chance for some one to one adult time;
- It can be a great stimulus for research and gathering topic information to share with others;
- It is a valuable opportunity to rehearse key skills such as times tables, doubling facts, spellings, handwriting, telling the time and other key facts;
- Ensures progression towards independence and an individual responsibility;
- It helps to foster good habits of organization and resilience in preparation for the demands of Secondary School.

Homework at our school

Whilst we support all of the above key principles, we believe that homework should be enjoyable and manageable for all concerned and that if it becomes a chore or source of conflict it ceases to be a constructive aspect of learning.

We hope the children are motivated by positive incentives and by the tasks themselves. However discreet homework registers are kept and if a child consistently fails to complete and return tasks, this is discussed with the child and their parents. Our staff hope that you can

support us in getting the balance right. We want to work together with you to do help your child be the best they can possibly be and reach their full potential.

It is worth noting that when children deliberately do not attempt to do homework (and this does not include when family emergencies occur), children will be required to remain inside during their own time to complete their work. We expect everyone to be treated equally and all children are required to complete homework as requested by their class teacher.

Our routines and expectations

Homework in Nursery

We realise that young children become very tired at school and do not want to put expectations on them to do any formal work at home. However, children do not stop learning when they walk out of school so these are our suggestions for helping your child learn as well as possible in these early years.

1. Read to them! Read stories, poems, newspapers, magazines. Enjoy reading and make it a special time. Good reading habits start very young and if children are to become successful readers they must also see the adults around them reading. So tell your child about what you read and just keep going with those stories and rhymes. Tell short stories without pictures so they can imagine what is happening.

2. Sing with them. Learn nursery rhymes and funny songs. Children's understanding of language is much better when they understand rhythm and rhyme. CDs in the car or at home will help with all this early phonetic learning.

3. Play games. Board games teach counting skills, turn taking, visual perception and spatial awareness. Most importantly they learn how to lose.

4. Go outside! Children learn from doing and they need to experience all weathers, different environments and lots of language so take a walk and talk about everything you see. Don't test your child, just talk to them and model all the good language you want them to use. Afterwards see if they can remember what they saw and put it in order so they sequence it in their mind, or use photos on a phone. This is a massive skill for writing in the future.

5. Involve them in writing. Even if they just make funny squiggles, encourage them and tell them they are writing. Get them to 'write' messages, cards, notices, labels, shopping lists. Have a box of letter paper, envelopes, notebooks and just let them doodle anything they want. Letters come later but children need to experiment with mark making for a long time before they are ready for formal writing.

6. Talk about number and have numbers around the house on posters, fridge magnets, in books and games. Again don't test your child, but describe numbers to them and make links to special numbers like their age, house number or how many in your family. Count out loud so they see how number is used in real life.

Homework in Reception

All this learning needs to happen before any of the more formal learning in reception can take place and needs to carry on throughout reception as well. Children need to be able to speak in sentences, use their fingers and hands confidently, be active and healthy, be able to use the toilet and manage a reasonable amount of dressing and undressing.

In reception, children bring home a reading book. Please enjoy reading this with your child and make it fun. The first books are all phonetically correct so every word can be sounded out, but you will need to talk about the pictures and the storyline behind the text. Always reward their reading with a bedtime story. You need to read stories to your children for many more years and the recommendation is 5 stories a day.

Later in the year, we also send home a little packet of tricky words. These are words which need to be learned by heart as they cannot be spelt phonetically. Please learn them by sight as our language is full of non-phonetic words and this is an important skill. They colour in word walls at school and are rewarded for learning their tricky words.

Via the Splash Tapestry app, we always suggest ways to support your child's learning at home. One of the best ways to do this is to share the learning with them at home and ask them to tell you about their week. This helps them reflect on their learning and sequence some of the events at school. The 'Help at Home' suggestions are short simple activities which help children practice their new learning at home.

Handwriting practice is also sent home if children have trouble with a particular letter formation, and a letter card and a copy of the handwriting scheme is given to every child to keep at home. This explains the letter formation with rhymes which we use in school to teach your children to write.

Homework in Key Stage 1 – Years 1 and 2

Children will be provided with a red homework book at the start of the year. Homework will be put into this book on a Friday and will be expected to be completed by the following Wednesday. Homework books must be returned to school by Wednesday so that it can be checked and homework for the following week can be stuck in. We expect children to maintain the same standards of presentation of homework as we set in school – neat handwriting that stays between the lines. Homework should be completed in pencil unless it is to practise spellings.

Daily Reading

Pupils should read their school reading book with an adult each day. Reading books will be phonetically decodable and at an appropriate level for your child. Ask your child questions about the story and encourage your child to ask questions too. Reading should be recorded in their 'Reading Record' book and this needs to be brought to school each day.

Weekly Spellings

Spellings will be given each **Friday**. Children need several opportunities to practice spellings and develop an understanding of the spelling rule, so please take the time to practise the words each day. Ideas of how to practise spelling (in a fun way) can be found inside the front cover of the homework book.

Maths/English Homework

Children will be given either a Maths or English task to complete each week, following on from our learning in school. An example of the mathematical methods we use in school will be sent home with the homework, where possible.

Homework in Lower Key Stage 2 - Years 3 and 4

Homework tasks will be posted on Google Classroom on a Thursday and will be expected to be completed by the following ~~Thursday~~ Monday **at the latest**. Homework books are provided and children are encouraged to keep these neat and tidy to celebrate their work. We expect children to maintain the same standards of presentation of homework as we set in school (neat and tidy handwriting.)

Daily Reading

Pupils should be reading either their school book, this could be their Accelerated Reader book, or any reading material of interest and appropriate challenge, at home each day. Pupils also have access to 'virtual books' via our Schools Library Service link. Please record hearing them read in their 'Reading Record' book. Children should be encouraged to discuss key features of different text types, language choices and how punctuation is used. They will also benefit from listening to stories told or read to them.

Weekly Spellings

Spellings for each half term are sent home in a spelling booklet at the start of the half term. These are also available on Google Classroom. Spelling tests are undertaken on a Monday. Children are given opportunities to practise their spellings in class, but are expected to learn and practise their spellings at home, as they need to work with their words on several occasions during the week to understand the spelling rule and be secure in their learning.

Maths/English/Project Homework

Homework is mainly English and Maths based and will alternate between the two. However, homework will also occasionally be set on other subjects e.g. science, history and geography. Unless it is a research task, the homework will be a continuation of classwork completed that week, or a revision of previous learning. At the beginning of a new topic, project work may be set over several weeks for children to complete research.

Times Tables

By the end of Year 4, the National Curriculum requires children to be fluent in times tables up to 12 x 12. This knowledge is tested by a national Multiplication Tables Check administered during the Summer Term. Although there is no formal homework requirement to learn times tables, children will not be able to become fluent in their tables without regular practise at home. We, therefore, encourage children to practise their tables each week. *Times Tables Rock Stars* is available to all children to play at home at any time. We also use TTRS to check times tables progress in class. Target tables for Year 3 are: 2x, 5x, 10x, 3x, 4x, 8x, with 7x, 8x, 9x, 11x and 12x being added in Year 4. Please contact your child's teacher if you would like advice on helping your child to learn times tables.

Homework in upper Key Stage 2 - Years 5 and 6

Year 5 and 6 pupils will each be given a 'Personal Log'. This needs to be with pupils at home and school each day. Pupils will be expected to record their reading and homework in their log. Parents are requested to check their child's personal log, record if they are heard read and **sign it weekly.** Pupils will be given a homework book to record their working out in - most homework now will be via Google Classroom and will be submitted online. Any written homework should be completed neatly, by the pupil, in either pencil or blue pen if they use pen in school routinely.

Many of the aspects of year 5 and 6's homework is in line with the homework for lower Key Stage 2, but it requires much more depth of study. Children will receive homework, via Google Classroom, covering other areas of the curriculum and their work will begin to require more concentration and self-application. Reading should increase to include regular sustained periods so that children develop the habit of 'getting into a good book'. (Reading a few pages every few days inhibits this). Although fluent readers are likely to be reading independently by this age, parents/carers still need to hear them to read out loud to develop their fluency in harder text types. Developing readers will still need reading support on a daily basis.

Reading Tips:

* Get your child to tell you about what they are reading. Who is their favourite character and why? What do they think is going to happen? What have they learnt from their reading? Does it remind them of any of their own experiences?
* Help your child with any words they don't understand – look them up together in the dictionary if you need to.
* Discuss why an author has chosen a specific word, phrase or layout.
* Read recipes, instructions, manuals, maps, diagrams, signs and emails. It will help your child to understand that words can be organised in different ways on a page, depending on what it's for.
* Read junk mail – your child could compare costs, make their own 'advertisements' by cutting up junk mail or come up with clever sentences for a product they like.
* Talk a lot to your child while you are doing things together.

* If your child has chosen something to read that is too hard at the moment, take turns and read it together.
* Reading to younger brothers or sisters or grandparents will give your child an opportunity to practise reading out loud.
* Encourage other family members to read to, and with your child.
* Playing board games and card games is important, too.
* Choose games that everyone wants to play – make them challenging, not too easy.

Children in Year 5 and 6 may be given more pieces of sustained writing to plan or complete at home, as well as grammar tasks to complete. Children will be given an appropriate 'word wall' of common exception spellings They will need to practise these weekly and they will be assessed in school every Friday. They will also have additional spellings to learn from our 'No-nonsense Spelling' programme – in their weekly spellings booklet that they are given at the beginning of each half term. These will be sent home in paper format at the beginning of each half term but they will also be accessible on Google Classroom.

Writing Tips:

* Get your child to help write the shopping list, invitation lists for family events, thank-you cards when someone does something nice.

* Postcards are a good size for a short writing task and they are cheap to post, too. Have a special place to keep your child's writing at home (notice board, fridge, folder). You might frame a piece of writing and hang it up, too.

* Be a great role model. Show your child that you write for all sorts of reasons. Let them see you enjoying writing. Write to them sometimes, too.

In maths, children will receive support work for the learning they are doing in class. They will be given a weekly maths task each Friday, either online on Google Classroom or as a written task. Children will also receive practise test papers near the time of their SATs to help them become familiar with the test format. By year 5 and year 6, it is expected that all children should have fluent recall of their times tables. Children forget them if they are not used, so a regular (daily if possible) quick and short tables quiz would help your child retain what they have learned. The best way to consolidate learning about time, measurement shape and money is through practical experiences such as shopping, using a range of clocks and timetables, weighing and measuring for cooking, making 3-D models etc.

Maths Tips:

* Talk together and have fun with numbers and patterns.

* Find and connect numbers around your home and neighbourhood – phone numbers, clocks, letterboxes, road signs, signs showing distance – read and write larger numbers in words and figures.

* Make patterns when counting – forwards and backwards, starting with different numbers; work out the intervals between sequences of numbers.

* Explore patterns through drumming, clapping, stamping, dancing find; out the ages and birth dates of family and see patterns in the numbers in their times tables.

* Be positive about mathematics as it is really important for your child's learning – even if you didn't enjoy it or do well at it yourself at school.
  Involve your child in:

* making lunch or a meal for a party – calculate quantities, make sandwiches in different shapes, cut food in quarters, eighths, thirds etc.

* helping at the supermarket – choose items to weigh – how many apples/bananas weigh a kilo? Look for the best buy between different makes of the same items (e.g. blocks of cheese) – check on the amount of sugar or salt per serving.

* telling the time – to 5 minute, then 1 minute intervals in both 12 and 24 hour format.

* deciding how much money you will need to put into the parking meter and what time you will need to be back before the meter expires.

* thinking about how many telephone numbers they can remember – talk about what they do to help them remember the series of numbers.

* Finding shapes and numbers in newspapers, magazines, junk mail, art (like carvings and sculpture).

Mathematics is an important part of everyday life and there are lots of ways you can make it fun for your child.

Project Research

Children in Years 5 and 6 will, be given termly topic research projects to do which will involve a range of skills, including using the internet (at home or school). We would like children to include art and craft ideas, as well as reading and writing, within these projects and most of all we want them to have fun whilst doing them. Pupils without internet access at home can use Golden Time to complete online tasks. Homework for projects should be returned before the end of the first week back following Easter, Christmas or the summer holiday.

Homework Schedule: Years 1 to 6

If your child works in an English or maths group different from their class base, they will be given homework from the appropriate group.

Year Group	Day Given Out		Return Day/Test	
	Maths	*English*	*Maths*	*English*
1 and 2	Friday	Friday	Tuesday	Tuesday
3 and 4	Friday		Tuesday	
5 and 6	Thursday		Tuesday	