



HOMEWORK POLICY

AIMS AND OBJECTIVES

The aim of the policy is to define the purpose and nature of the homework set in the school, to clarify the organisation and time expectations in the various year groups and to ensure a coherent and consistent approach on behalf of the school. The objective will be the clear understanding on the part of everyone contributing to the homework process, children, staff and parents, of the roles they play and the outcomes hoped for from the process.

THE PURPOSE OF HOMEWORK

- To ensure progression towards independent learning and individual responsibility
- To develop an effective partnership with parents in home learning
- To consolidate knowledge, skills and concepts acquired in class work
- To facilitate the learning of key ideas and facts
- To provide opportunities for the manageable extension of school based work
- To promote the enjoyment of learning through the creative curriculum
- To facilitate family learning
- To ensure that pupils are prepared for the increased homework expectations of secondary school

THE NATURE OF HOMEWORK

The type and amount of homework children undertake will vary, not only according to the age of the children, but also in response to individual need or interest. Some activities may not appear to be of the traditional homework variety, such as online games, but the purpose behind these will be explained to both parents and children.

Homework will provide regular opportunities for children to develop their skills in reading, spelling and times tables. A homework club is also available in school for pupils in Years 5 and 6. All homework will be uploaded on to Google Classroom so parents and pupils can access it from home.

The broad framework for weekly home learning should be:

Reading
Phonics and/or Spelling
Times Tables

The activities set for each year group follow this outline approximately:

	Reading	Spelling	Maths/ Times Table
Reception	<p>Read at home with an adult at least three times a week.</p> <p>Parents should sign the reading diary and write a comment each time they hear their child read.</p>	<p>Keywords (caterpillar words) will be sent home (when appropriate) to be learnt weekly.</p>	
Year 1	<p>Read at home with an adult at least five times a week.</p> <p>Parents should sign the reading diary (and write a comment) each time they hear their child read.</p>	<p>Spellings/Keywords x 5 will be sent home weekly.</p>	<p>Maths Keys to be introduced in Spring Term.</p>
Year 2	<p>Read at home with an adult at least five times a week.</p> <p>Parents should sign the reading diary (and write a comment) each time they hear their child read.</p>	<p>Learn the 5 new rule spellings (not just the words given).</p>	<p>Maths Keys</p> <p>TT Rockstars will be introduced in the Spring Term, in line with the Year 2 maths curriculum.</p> <p>In Year 2 the Government expects pupils to know multiplication and division facts for the: 2, 5,10,3, times tables.</p>
Year 3	<p>Read at home at least five times a week for 15 minutes and with an adult at least three times a week.</p> <p>Children should write the name of the book, date and page number in their reading diary and have this signed by an adult when reading together.</p>	<p>Learn the weekly rule (not just the words given) and revise previous year group's spelling list words.</p> <p>Complete LSCWC (Look, Say, Cover, Write, Check) sheet to practise and embed spelling patterns and rules.</p> <p>Complete two activities using the spelling activity ideas sheet, in spelling journal.</p>	<p>Maths Keys</p> <p>Times tables practice for a minimum of 30 mins across the week, using either online or paper-based worksheets from TT Rockstars.</p> <p>In Year 3 the Government expects pupils to know multiplication and division facts for the: 2, 5,10,3, 4 and 8</p>

			times table and be able to apply this knowledge when counting in multiples of 50 and 100.
	Reading	Spelling	Times Tables
Year 4	<p>Read at home five times a week and at least three times a week to an adult.</p> <p>Write the name of the book, date and page number and have this signed by an adult when reading together.</p> <p>Children should sometimes write a comment about their thoughts part way through the book.</p>	<p>Learn the weekly rule (not just the words given) and revise previous year group's spelling list words.</p> <p>Complete LSCWC (Look, Say, Cover, Write, Check) sheet to practise and embed spelling patterns and rules.</p> <p>Complete three activities using the spelling activity ideas sheet, in spelling journal.</p>	<p>Maths Keys</p> <p>Times tables practice for a minimum of 40mins across the week, using either online or paper-based worksheets from TT Rockstars.</p> <p>In Year 4 the Government expects pupils to know all multiplication and division facts up to 12 times table. They should also be able to count in multiples 50, 100, 25 and 1000.</p>
Year 5	<p>Read at home five times a week for 20 mins and at least twice a week to an adult.</p> <p>Write the name of the book, date and page number and have this signed by an adult when reading together.</p> <p>Children should sometimes write a comment about their thoughts part way through the book.</p>	<p>Learn the weekly rule (not just the words given) and revise previous year group's spelling list words.</p> <p>Complete LSCWC (Look, Say, Cover, Write, Check) sheet to practise and embed spelling patterns and rules.</p> <p>Complete three activities using the spelling activity ideas sheet, in spelling journal.</p> <p>Summer Term – Grammar, Punctuation and Spelling (GPS) task to support pupils with Year 6 homework expectations.</p>	<p>Maths Keys</p> <p>Online Platforms (such as Sumdog, TT Rockstars) for a minimum of 50 mins across the week.</p> <p>The government expects all pupils to know all their multiplication and division facts confidently up to 12 times table by the end of Year 4.</p> <p>Therefore children in Year 5 must be able to recall ALL the times tables at speed and apply their knowledge of these facts.</p> <p>Summer Term – Arithmetic task to support pupils with Year 6 homework expectations.</p>

Year 6	Read at least five times a week and, once a week, for a sustained period time of at least 30 minutes – The Big Read, which needs to be signed off by an adult.	<p>Learn the weekly rule (not just the words given) and revise previous year group's spelling list words.</p> <p>Complete LSCWC (Look, Say, Cover, Write, Check) sheet to practise and embed spelling patterns and rules.</p> <p>Complete four activities using the spelling activity ideas sheet, in spelling journal.</p> <p>Grammar, Punctuation and Spelling (GPS) task, 10 mins a week</p>	<p>Maths Keys</p> <p>Online Platforms (such as Sumdog, TT Rockstars) for revision purposes should children need continued practice.</p> <p>The government expects all pupils to know all their multiplication and division facts confidently up to 12 times table by the end of Year 4.</p> <p>Therefore, children in Year 6 must be able to recall ALL the times tables at speed and apply their knowledge of these facts.</p> <p>Maths problem solving and arithmetic work - 30 minutes per week.</p>
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SPECIAL EDUCATIONAL NEEDS

To try to meet the needs of children with special educational needs home learning tasks should:

- Be differentiated
- Be linked with learning support work (if appropriate)
- Include some reinforcement tasks
- Have a clear focus and time guidelines

THE PLANNING AND ORGANISATION OF HOMEWORK

- There should be a regular homework timetable that is known by all parties.
- Homework should have clear instructions, expectations and reasonable deadlines; there should be opportunities to discuss homework.
- Homework should be manageable for both pupils and teachers.
- There should be appropriate feedback on homework e.g. oral, written, whole class discussion.

THE ROLE OF PARENTS IN SUPPORTING PUPILS

- Parents should be urged not to do the homework for the child or to mark work in the teacher role
- A positive approach from parents will support the child to see homework as a valued activity
- Instructions should help parents carry out a wide variety of practical activities, not only written tasks.

FEEDBACK FOR PUPILS AND PARENTS

- Teachers/TAs should give either verbal or written comments on homework.
- Examples of good homework can be highlighted by encouraging the use of stickers, merit marks and certificates
- Lack of support for homework should be monitored and discussed with the Headteacher and parents.

MONITORING AND EVALUATING THE HOMEWORK POLICY

The monitoring of the effectiveness of the Homework Policy will be carried out by the following strategies:

1. Records kept in teacher record books
2. Monitor quality by assessment and feedback
3. Senior Leadership Team to monitor via planning and parental feedback
4. Pupils will be encouraged to attend homework club in Year 5 and 6.

INCOMPLETE HOMEWORK

We ask for your support in seeing that homework is completed conscientiously and in the best possible conditions. If homework is not completed, children are often at a disadvantage in class, as many homework tasks revise key knowledge and often inform future learning. If homework is not completed regularly, teachers will communicate this with parents/carers of pupils who are in Year 3 –Year 5 via a homework letter (please see Appendix 1). If this behaviour continues, pupils will be asked to complete their homework tasks during a suitable time in the school day, at the teacher's discretion. Any sanctions imposed will be fair, proportionate, and to take account of the pupil's age and any other relevant circumstances.

In preparation for secondary school transition, Year 6 pupils will be given greater independence and a responsibility for their own homework, therefore homework letters will not be sent home and the children will be expected to complete their homework during a suitable time in the school day. Parents/carers of Year 6 pupils will be informed if their child is consistently failing to complete homework despite the appropriate sanctions being in place, to ensure that they are aware and able to support at home. Homework Club will be provided for pupils in Years 5 and 6 to support them with homework tasks.

As homework is not a legal requirement in primary schools, parents/carers do have the right to opt their child out of completing homework. This should be communicated directly with the class teacher although it is important for parents/carers to understand that this may impact upon their child's learning.