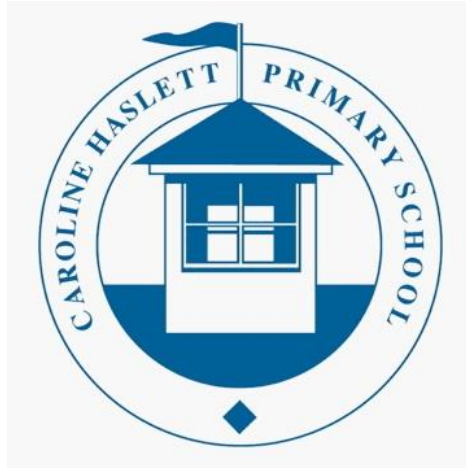


# Caroline Haslett Primary School & Faraday Club



## HOMework POLICY

**Date of Issue:** December 2021  
**Date of next review:** December 2023 (or earlier in the event of legislation changes)

**Approved by the Headteacher on:** 25<sup>th</sup> June 2019

**Signed:** \_\_\_\_\_ (Headteacher) **Date:** \_\_\_\_\_

**Approved by the Governing Board on:** 25<sup>th</sup> June 2019

**Signed:** \_\_\_\_\_ (Chair of Governors) **Date:** \_\_\_\_\_

## **CAROLINE HASLETT PRIMARY SCHOOL**

We believe that homework supports, extends and consolidates the learning covered in the classroom while supporting children to develop self-discipline, independence and the ability to take responsibility for their own learning. We believe that homework is a valuable opportunity for children to share with their parents/carers things they have been doing at school.

### **This policy aims to:**

- Raise achievement;
- Ensure a consistency of approach throughout the school;
- Ensure teachers, parents and carers have a clear understanding about expectations of themselves and pupils;
- Ensure parents/ carers can support their child more effectively

### **The main purpose of homework is:**

- to encourage pupils to develop the skill, confidence and motivation to study independently at home effectively.
- to consolidate and reinforce the skills and understanding developed at school.
- to develop and sustain the involvement of parents in the management of their child's learning and to keep them informed about the work and progress their child is achieving.
- to explore the wide range of resources for learning at home eg. internet, library, adult knowledge, newspapers.
- to maintain good channels of communication between home and school.
- to foster in children a love of reading and sharing their reading materials with their parents/carers
- to develop the children's skills in reading, writing and maths.

### **Homework will focus on the following school priorities**

1. Developing reading skills and fostering a love of reading.
2. Developing maths skills and their application to real life situations.
3. Developing writing skills.

### **Developing reading skills**

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.

In the Early Years Foundation Stage, the children are provided with a phonics sounds book to support the development of their reading and spelling skills. As soon as the sound [phoneme] is taught in class, it is stuck into the book and the book is sent home every day for the child to practise saying/reading the phoneme and writing it [the grapheme]. As they become more confident, we encourage them to write words using those sounds with pictures to support meaning. As soon as the child is ready, reading books are sent home daily for the child to share with their parent/carer. Initially, these reading books won't have words – this is to enable children to develop their understanding of books. Parents/carers are asked to make a record of this in the child's reading journal.

Once children have mastered the skill of blending sounds to read, we send home key words that cannot be read using phonic strategies.

In Years 1 to 6, children are expected to read at home every day with their parent/carer as part of the Read Every Day [RED] challenge. Parents/carers are asked to make a record of this and sign the reading journal.

## Developing writing skills

As indicated above, in the Early Years Foundation Stage, children are encouraged to practise writing their sounds [phoneme-grapheme correspondence] in order to develop their spelling skills.

Children in Years 1-6 are given weekly spellings to learn at home ready for a test in school.

Children in Years 2-5 are given weekly English homework that aims to develop writing skills [handwriting, grammar, punctuation, composition].

In Year 6, children are set grammar and punctuation work to complete online using SPAG.com and homework that aims to develop writing skills [handwriting, grammar, punctuation, composition] on alternate weeks.

## Developing Maths skills

In the Early Years Foundation Stage, maths homework is sent home on a weekly basis once the child has settled into school. This is often a practical activity to share with their families. Pictures can be uploaded onto Tapestry [our online recording/assessment system].

In Years 1-6, children are set weekly Maths homework that aims to develop maths skills [times tables, number bonds, problem solving, reasoning]. Half termly Maths targets are also sent home to practise. These are tested weekly.

In Years 1 and 2, children are expected to complete one game per week on NUMBOTS. These are aimed at developing addition and subtraction fluency.

In Years 3-6, children are expected to complete 5 'garage games' per week online on TTRockstars. These are aimed at developing children's times table fluency.

There may be occasions when a class teacher may set homework to support a specific and identified need. This will be specific, and time limited.

## Recommended weekly time for homework

EYFS – 75 minutes

Year 1 – 75 minutes

Year 2 – 100 minutes

Year 3/4 – 125 minutes

Year 5/6 – 160 minutes

## Roles and responsibility

Role of the Governing Board	<ul style="list-style-type: none"><li>• Delegate powers and responsibilities to the Headteacher to oversee the development of this policy</li><li>• Responsible for the effective implementation, monitoring and evaluation of this policy</li></ul>
Role of the Headteacher	<ul style="list-style-type: none"><li>• Promote this policy by raising its status and importance</li><li>• Ensure that homework is built into teachers' planning</li><li>• Provide supportive guidance for parents</li><li>• Keep up to date with new developments with regards to homework</li><li>• Monitor and evaluate this policy</li></ul>

Role of the teachers	<ul style="list-style-type: none"> <li>• Integrate homework into their planning</li> <li>• Set interesting tasks and activities</li> <li>• Set homework appropriate for each child</li> <li>• Explain when, what and how the work is done so that each child clearly understands</li> <li>• Where relevant, provide opportunities for sharing of homework tasks in class and provide feedback</li> </ul>
Role of the parents/carer	<ul style="list-style-type: none"> <li>• Support the homework set</li> <li>• Read with your child and make a note in the reading record book – question them about their reading</li> <li>• Support the school in explaining to children that homework is valued and aids learning</li> <li>• Encourage child and praise them when homework is completed</li> <li>• Be actively involved in the homework of your child</li> <li>• Make the experience pleasurable</li> <li>• Discuss, encourage and praise</li> <li>• Contact the class teacher/school if you are not sure of some aspect of the homework or your child is experiencing difficulty doing it</li> <li>• Contribute to the school parent questionnaires, so the school can monitor the effectiveness of homework</li> </ul>
Role of the children	<ul style="list-style-type: none"> <li>• Complete their homework and hand it in on time</li> <li>• Listen carefully in class to make sure they understand what is asked of them</li> <li>• Contribute to pupil interviews and pupil questionnaires on homework for the school to monitor and evaluate</li> <li>• Complete homework using appropriate writing materials</li> <li>• Have a go at all homework activities</li> </ul>

## Equal Opportunities and Additional Needs

Homework activities will be differentiated, where appropriate, to ensure the needs of pupils are best met.

Work/ projects produced by children from home are valued and celebrated through display, discussion, assemblies, galleries etc.

## What will happen if children 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 teacher before the due date to ensure they are able to complete the work, or alternative work can be given. This is useful information as it informs the teacher about the independent capabilities of the child.

The expectation is that children will complete their homework. 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 termly report.

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

## Ways parents can support children's learning at home

Parents can support their child to develop fast recall of number bonds to 10 and 20, then 100, and then tables to 12 x. By the end of Year 4, the government expects children 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:

- Cooking- measuring and weighing, calculating cooking times. Upper KS2 calculating total weight, using scales accurately.
- Money – counting, going shopping, and calculating the change, currency conversion.
- Telling the time – In KS1, o'clock, half past, quarter to and past; In Years 2-6, 5 minute and 1 minute accuracy.
- Using timetables for travel. Calculating time intervals between TV programmes, bus journeys and car journeys.
- 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 and patience!
- Dominoes are a great way to learn number bonds.

There are many websites containing highly educational material which can have a powerful effect on children's learning.

### **Use of ICT**

A copy of the school's Digital Technologies Policy can be found on the school website. The child's safety is paramount in all matters regarding the use of the internet and we advise parents and carers to always supervise their child's access to the internet. There is a section on the school website where children can report anything they feel is unsafe online.

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.

The children are not achieving anything worthwhile by copying, pasting and printing out something that has been written by somebody else.

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

The effectiveness of this policy will be reviewed every two years or earlier in the event of legislation changes and the necessary recommendations for improvement will be made to the Governing Board.