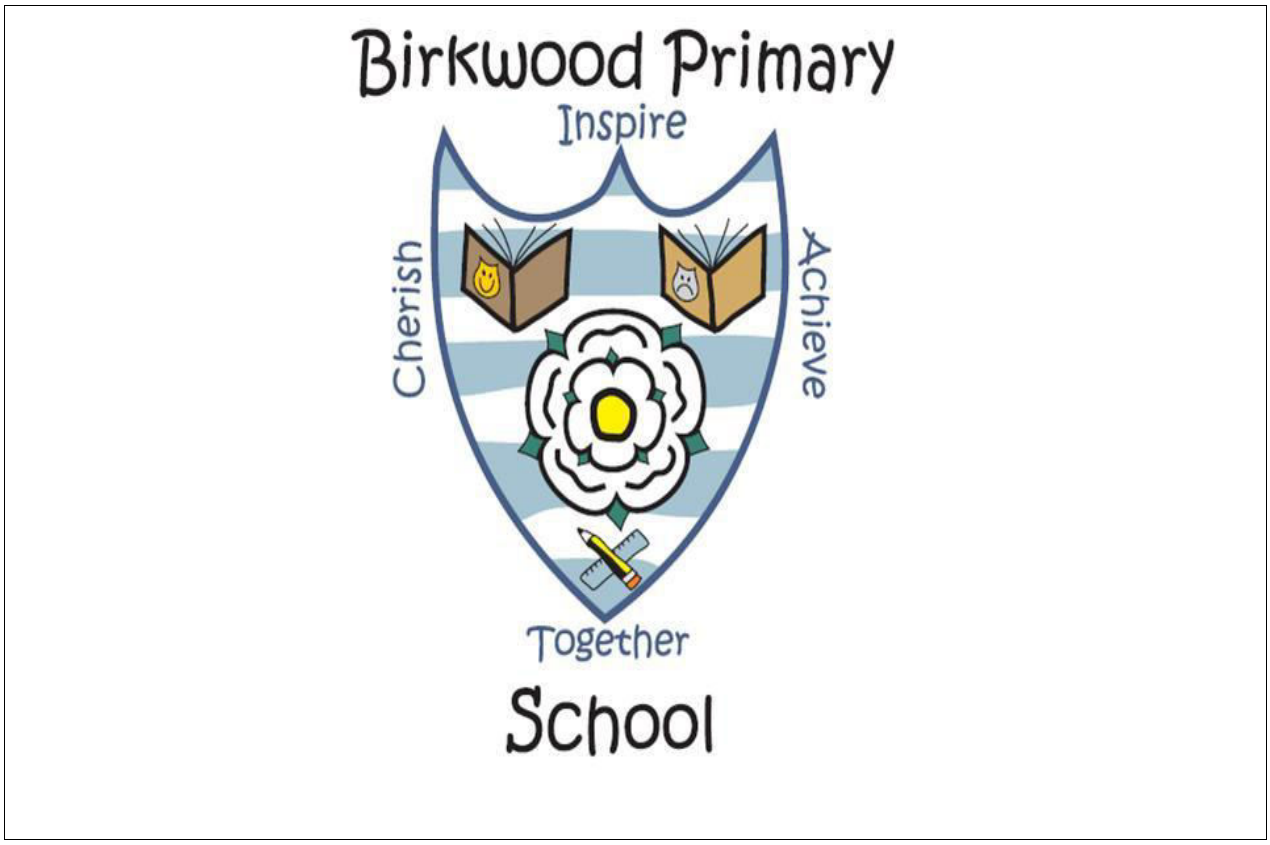

HOMEWORK POLICY

UPDATED OCTOBER 2018

What are the aims of this policy?

- To ensure a consistent and varied approach to homework throughout the school relevant to the age and stage of the children.
- To ensure that teachers, parents/carers and children have a clear understanding regarding expectations for homework.
- To ensure that teachers, parents/carers and children are fully aware of the role they play with regard to homework.

What is the purpose of homework?

- To consolidate, reinforce and extend skills and understanding particularly in English and Mathematics.
- To provide opportunities for parents/carers and children to work together.
- To allow parents/carers to gain an understanding of what children are learning in school.
- To allow children to progress towards becoming more independent learners.
- To prepare children for transition to and preparation for secondary school.

What is the role of the school?

- To make available to parents/carers a clear policy regarding homework; guidelines for expected completion will be included in the Curriculum Newsletter or additional letter.
- To ensure this policy is fully and consistently followed.
- To provide support for parents/carers with information about homework.
- To provide support for children with homework as appropriate.

What is the role of the teacher?

- To ensure all children understand the homework they have been given and this follows on from prior or related learning.
- To give brief feedback about homework
- To be available to talk to parents/carers and children about homework.

What is the role of the parent/carer?

- To support the child in completing their homework.
- To provide the appropriate conditions for the child to complete the homework.

What is the role of the child?

- To make sure they understand the tasks that have been set.
- To put in the same level of effort as would be expected of class work.
- To hand the homework in on time.
- To try their best to complete homework to the best of their ability.

Homework in Foundation Stage 2 (Sunflowers and Daffodils)

- Learning through play is the best way for children to learn when they are young.
- Talk to and listen to your child as much as possible, whether it's about a book, when you are shopping or cooking the tea together; developing opportunities for Speaking and Listening are really important.
- The children have a home learning folder which they will bring home. You can use it to share your child's experiences or achievements from home with school.
- Both classes have a class puppet which goes home with a different child each weekend. It is an opportunity for children to develop their communication and language skills by sharing what they did with the puppet at their house. You can encourage your child to draw pictures or write about their experience in the book which will then come back to school.

Reading
Children take part in daily Phonics sessions in order to develop early reading skills. When children are ready they will bring home a 'phonics pack'. New sounds and words will be added to the pack as children learn them in phonics sessions. Parents/carers are encouraged to ask their child/ren to read the sounds and words. When reading at home, this should be done in two ways:

Adults reading to children
Parents/carers should encourage children to point to words as they are being read. Discussion about the books is also important, picture books help to develop children's vocabulary and 'tell a story from a picture.'

Children reading to an adult
When they are ready to, children will start bringing simple books home to read to an adult. Again, encouraging the child to point to the pictures and when they are ready, words is important. Discussing the story and the characters and asking questions about the book will help with the child's understanding of language.
Sessions for parents about how we teach Reading, Writing and Number will be held by staff in the Foundation Unit to help parents/carers to support their children at home. Children also have books allocated to them through the 'Bug Club' online reading scheme. They can also loan books from the Reading Bus.

How much time should be spent on homework?

Foundation Stage 2 (Sunflowers and Daffodils)	Approx 15 minutes per day (depending upon the child's ability and concentration level) on Reading based activities.

Homework in Year 1 Foxes, Year 1/2 Squirrels and Year 2 Hedgehogs
For children in Year 1 and 2, we encourage parents/carers to work together with their child to support them with their homework. The emphasis is on reading, spelling, handwriting and maths.

Reading
Reading on a regular basis is vital when children are in KS1. Children will bring their reading books home every evening and the role of the adult is to listen and support them. It is important to remind them to use different ways to try to read new words, sounding out the word, looking at the pictures and looking for words within words are ways in which the child can read an unknown word. Just as important is discussing the book to check that the child has understood what they have read. Children will have a reading record which parents/ carers should sign or comment in each time they read with their child. The electronic reading system Bug Club also gives the children the opportunity to access a range of books, appropriate to the child's level with lots of fun, interactive elements. They can also loan books from the Reading Bus.

Spelling
Children will have regular phonics lessons in KS1 which will also include ways that children can build up a secure sight vocabulary. It is vital that children build up a bank of words which they can read and spell on sight. Children will bring home some words each week for them to read, write and learn. Some of these spellings will be linked to the sounds covered in phonics and some will be the 'tricky words' that children need to learn. Parents/carers can help children to learn these by practising them regularly. Children will get chance to show off what they have been learning in a spelling quiz at the end of each week.

Mathematics
Children will receive a maths activity that builds on learning done in class for homework. This will give the children chance to apply skills learnt during lessons. Parents could also help children by practising times tables. It would be helpful if parents could support their child by giving them lots of opportunities to practise these skills:

- Counting in steps of 2, 3, 5 and 10 from 0.
- Counting in tens from any number, forward and backward.
- Comparing and ordering numbers from 0 up to 100.
- Reading and writing numbers to at least 100 in numerals and in words.
- Solving problems with addition and subtraction.
- Children should be confident in their 2, 3, 5 and 10 times tables when they leave Year 2.

How much time should be spent on homework?
(This may vary depending on the time of year).

Year 1 Foxes, Year 1/2 Squirrels and Year 2 Hedgehogs	10-15 minutes reading daily 5 minutes daily on spellings 15 minutes on maths worksheet Homework is generally sent on Fridays

Homework in Year 3 Robins/Year 3/4 Kingfishers/Year 4 Woodpeckers
We encourage parents to work together with their child to support them with their homework.

Reading
Children will bring their Reading books home every evening and the role of the adult is to listen and support them. It is important to remind them to use different ways to try to read new words, sounding out the word, looking at the pictures and looking for words within words are ways in which the child can read an unknown word. Just as important is discussing the book to check that the child has understood what they have read. Encourage the child to use expression when reading aloud and identify punctuation if appropriate, eg speech marks. Children will have a reading record which parents/carers should sign or comment in each time they read with the child. The electronic reading system Bug Club also gives the children the opportunity to access a range of books, appropriate to the child's level with lots of fun, interactive elements. They can also loan books from the Reading Bus.

Spelling
Children will receive weekly differentiated spellings to learn at home which they will be able to 'show off' in a Quiz each week.

Mathematics
Children will receive a worksheet that builds on learning done in class for homework. This sheet will give them chance to apply skills learnt during lessons. Parents could also help children by practising their times tables, eg using TT Rock Stars.

It would be helpful if parents could support their child by giving them lots of opportunities to practise these skills:

- Counting in steps of 2, 3, and 5 from 0. (4, 8, 50 and 100 for Y3)
- To give ten more and ten less of given numbers.
- Comparing and ordering numbers from 0 up to 100. (1000 for Y3)
- Reading and writing numbers to at least 100 (1000 in Y3) in numerals and in words.
- Solving problems with addition and subtraction (Multiplication and division in Y3)
- Children should be confident in their 2, 3, 5 and 10 timestables. (4s and 8s for Y3)
- Please note that by the end of Y4 children are expected to know timestables 2s to 12s

How much time should be spent on homework?
(This may vary depending on the time of year)

Year 3 Robins	10-15 minutes reading daily, 5 minutes daily on spellings; Homework and spellings are generally sent on Fridays.
Year 3/4 Kingfishers	10-15 minutes reading daily, 5 minutes daily on spellings; Homework and spellings are generally sent on Fridays.
Year 4 Woodpeckers	10-15 minutes reading daily, 5-10 minutes daily on spellings; Homework is generally sent on Fridays and can be returned to school by the following Thursday.

Homework in Years 5 Jaguars, Year 5/6 Panthers, Year 6 Lions
As children get older, homework provides an opportunity for them to develop the skill of independent learning. It is important that parents support their children, but good habits of independent study should be encouraged. The main focus for homework in Years 4, 5 and 6 continues to be English and Mathematics, however children will be given more varied tasks in other areas of the curriculum.

What type of work will my child get?

Reading
Children may read to an adult, with an adult or read to themselves in the presence of an adult. The story and characters should be talked about and new words discussed. Older children need a clear understanding of the story that sometimes will go beyond the literal meaning of the text. Children will read texts that are more detailed and will take longer to read. They should be encouraged to read all types of texts including non-fiction.
Children can use Bug club at home that has lots of books at their own reading level; they can also loan books from the Reading Bus.

Spelling
Spellings will be given out each week, which children will need to learn for a test the following week.

Mathematics
This will also be based around what the children will be learning in class. The work could be linked to lessons on shape, measures or handling data. Lots of the activities will be based around number work. Children will be asked to make sure they know their tables:

- Year 4/5/6 - 2 to 12 timestables; they should be able to recite them and answer mixed questions.

How much time should be spent on homework?

Year 5 Jaguars	Reading 5 x per week. 2 x 15 minute tasks in Literacy (including Spellings), Numeracy or another curriculum area. Research or Creative project linked to topic. Homework is generally sent on Fridays.
Year 5/6 Panthers Year 6 Lions	Reading 5 x per week 2 x 30 minutes tasks in Literacy (including Spellings), Numeracy or another curriculum area / or alternatively one larger task that may take around 1 hour per week (sent on Fridays) Homework will be given once a week by your child's class teacher

Monitoring and Review

This policy has been shared with all teaching staff and governors. The Governing Body reviews this policy every year. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

This policy will be reviewed in October 2019.

Signed _____Headteacher Date _____

Signed _____Chair of Governors Date _____