

Policy & Procedure



Homework Policy 2020 v1

This policy was agreed by the governing body in Autumn 2020 and will be reviewed as required.

Signed: _____ Chair of Governors

Date: _____

Non-Statutory Policy

Aims of the Policy

- to ensure consistency of approach throughout the school;
- to ensure progression towards independence and individual responsibility;
- to ensure the needs of the individual pupil are taken into account;
- to ensure parents/guardians have a clear understanding of the expectations placed on them, and the pupil, by the school;
- to improve the quality of the learning experience offered to pupils;
- to support the learning experience via reinforcement and revision;
- to provide opportunities for parents and pupils to work together to enjoy learning experiences;
- to encourage children to develop long-term strategies for future needs,
- in Year 6, to prepare children for transfer to secondary school;
- to extend learning opportunities for pupils by enabling them to take ownership over their own learning.

Homework can be a useful way of consolidating and extending learning.

It can be a regular example of home and school working together to support children's learning. In Year 6 it can be a very useful way to introduce children to the expectations of secondary education, where homework will be a daily requirement.

Home school partnership

Parental surveys have demonstrated that it is difficult to meet the expectations of *all* parents. Some feel that we give '*too much homework,*' while some say '*too little*'. To combat this, we provide a number of homework options, and children/ parents can decide how many to complete each week.

Compulsary homework

Compulsary homework (homework that we expect to be completed with the support of parents to support pupils with their classroom learning.) This may include reading, phonics tasks, timestables and spellings (depending on the age range of the pupil). This homework is set weekly.

Optional homework

These tasks are often set in line with the topic that the year group are studying and are often linked to recapping prior knowledge or exploring a topic or theme through Art, DT or Science. Staff may take the opportunity to set work around reading about a topic to prepare for its' start or perhaps setting a creative challenge that practises a skill. This homework is often set bi weekly or monthly, dependent on the age of the pupil.

Examples of the types of compulsory and optional homework teachers may set for pupils:

- a reading book, or books, which is/are taken home each day for reading practice,
- exploring spelling patterns,
- learning multiplication tables –
- to finish an account or story,
- to complete a drawing/design which does not need any more class time devoted to it,
- to use notes or a simple framework of ideas to produce a piece of work,

- to complete an exercise which helps to consolidate some learning introduced in the classroom – “show me what you know about.....?”,
- to give the child(ren) more practice in a process or method learned in class,
- a piece of research – “what can you find out about?”,
- an activity – “make a chart of”,
- an observation – “keep a record over a few days of”,
- a pupil may decide to pursue further an interest from a study theme, by using books or other sources at home;visiting a library; using a computer encyclopaedia; making a model or diagram.

To support us in providing the best for each of our pupils, we ask that parents work in partnership with us to support their child by:

- taking an active interest in their child's homework
- encouraging them and praising their efforts
- supporting them in particular tasks
- helping them to devise strategies for remembering facts
- supervising and enabling them to complete tasks,
- keeping in touch with the class teacher through the Home/School Diary
- reminding them to hand in their homework on time
- noting when a reasonable amount of time has been spent on a homework task and making the decision to stop, if necessary, before completion (and informing the class teacher of this decision).

The school will ensure that:

- tasks set are reasonable and matched to the pupils' needs;
- always acknowledge completed homework (with a signature, smiley face and/or comment);
- support and listen to parents who ask for our help;
- have systems in place in each classroom to ensure that they are alerted if parents have written in the home-school diaries;
- reward children for the effort required to complete homework tasks using dojo points

Homework Dojo points are given to pupils for:

- completing each piece of Compulsory Homework each week - 1 dojo point for each piece
- completing each piece of Optional homework - 1 dojo point for each piece
- reading at home at least 3 times a week - 1 dojo point for every 3 reads.

Homework Guidelines:

Year	Compulsory Homework	Optional Homework
Reception	<ul style="list-style-type: none"> • Reading – (10 mins at least 3 times per week) books to share and read at home – parents should write comments in the home school diary to update teachers of progress at home. • Phonics activities linked to the child's current 'phase' of learning. 	This is a topic based homework.
Year 1	<ul style="list-style-type: none"> • Reading – (10 mins at least 3 times per week) Children should be heard to read regularly - parents should write comments in the home-school diaries to update teachers of progress at home. • Phonics and/or Spellings (if appropriate) Phonics activities linked to the child's current 'phase' of learning. • Spellings (Year group spelling lists) will be given out at the beginning of the year (and reminders provided on a termly basis). Children should practise spelling words they cannot yet spell from the list. 	This is a topic based homework.
Year 2	<ul style="list-style-type: none"> • Reading – (10 mins at least 3 times per week) Children should be heard to read regularly - parents should write comments in the home-school diaries to update teachers of progress at home. • Phonics and/or Spellings – (5 mins per evening) (if appropriate) Phonics activities linked to the child's current 'phase' of learning. Spellings (Year group spelling lists) will be given out at the beginning of the year (and reminders provided on a termly basis). Children should practise spelling words they cannot yet spell from the list 	This is a topic based homework.
Year 3	<ul style="list-style-type: none"> • Reading – (15 mins at least 3 times per week) Children should be heard to read regularly - parents should write comments in the home-school diaries to update teachers of progress at home. • Phonics and/or Spellings – (5 mins per evening) (if appropriate) Phonics activities linked to the child's current 'phase' of learning. • Spellings (Year group spelling lists) will be given out at the beginning of the year (and reminders provided on a termly basis). Children should practise spelling words they cannot yet spell from the list. 	This is a topic based homework.
Year 4	<ul style="list-style-type: none"> • Reading – (15 mins at least 3 times per week) – Children should still be heard to read regularly by parents • Literacy/Maths – Children will be expected to complete a task linked to the work from the classroom – taking no longer than 20 minutes. • Spellings (Year group spelling lists) will be given out at the beginning of the year (and reminders provided on a termly basis). Children should practise spelling words they cannot yet spell from the list. 	This is a topic based homework.
Year 5 / Year 6	<ul style="list-style-type: none"> • Reading – (15 mins at least 3 times per week) – Children should still be heard to read regularly by parents • Literacy/Maths – Children will be expected to complete a task linked to the work from the classroom – taking no longer than 30 minutes per week. • Spellings (Year group spelling lists) will be given out at the beginning of the year (and reminders provided on a termly basis). Children should practise spelling words they cannot yet spell from the list. 	This is a topic based homework.

Communication

Details of each week's homework expectations will be written in each child's home-school diary. This will include:

- The date the task was set
- The deadline for the task to be handed in
- Details of what the task entails
- An indication of both Compulsory and Optional homework tasks

The homework priorities for Newcroft are:

- reading
- spellings/ phonics
- times tables

Spelling Lists

Each year group has a spelling list of words, taken from the National Curriculum spelling lists. These will be tested termly. The lists are stuck into Home-School Diaries to enable children to practise spelling words they don't know, at home.

Assessment

- To be fair to children who may not be able to have help from their families, homework will be evaluated, and credit given for effort, but it will not be a part of any formal assessment process within school.
- Regular homework tasks such as learning multiplication tables, may help children to perform at a higher level in formal assessments carried out in school.
- It is important that teachers take the time to mark homework in order that pupils can see that we value the effort that is put in at home. However, lengthy comments are not expected to be made by teachers.