



**ST PHILIP'S CE
PRIMARY
SCHOOL**

Homework Policy

Policy confirmed by the Governing Body of St Philip's CE Primary School on:

Date: January 2014

Signature: _____
(Chair of Governors)

To be reviewed on: Term 3 2018

What are the aims of this policy?

- To ensure a consistent approach to homework throughout the school.
- To ensure that teachers, parents and children have a clear understanding regarding expectations for homework.
- To ensure that teachers, parents 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.
- To provide opportunities for parents/carers and children to work together.
- To allow parents to gain an understanding of what children are learning in school.
- To allow children to progress towards becoming more independent learners.

What is the role of the school?

- To provide parents with a clear policy regarding homework.
- To ensure this policy is fully and consistently followed.
- To provide support for parents with information about homework.
- To provide support for children with the running of a homework club where possible.

What is the role of the teacher?

- To plan and set a programme of homework that is appropriate to the needs of the child.
- To ensure all children understand the homework they have been given and expectations of quantity and duration where appropriate.
- To mark and give feedback about homework.
- To be available to talk to parents and children about homework.
- To inform parents if there is a problem regarding homework.

What is the role of the parent?

- To support the child in completing homework.
- To ensure the child completes homework to a high standard and hands it in on time.
- To provide the appropriate conditions for the child to complete the homework.
- To provide the appropriate resources for the child to complete the homework. – (please chat with the class teacher if you need resources.)

What is the role of the child?

- To ensure they have everything they need to complete homework each week.
- To make sure they understand the tasks that have been set. – (encourage children to chat to the teacher if they don't understand)
- To put in the same level of effort as would be expected of class work.
- To hand the homework in on time.
- To take on board any feedback about homework.

Homework in Foundation Stage

Learning together is the emphasis for children in the Early Years Foundation Stage (EYFS). The activities are Literacy based with a strong emphasis on reading together. Maths Challenges are also set every two weeks to support children's Mathematical development and to contribute to the EYFS 'Parents as Partners' requirement. It is an ideal time to lay the foundations for continuing work at home.

What type of work will my child get?

Literacy

In Foundation Stage, parents will be informed of the phonemes and high frequency words that the children are learning in school as they are learnt in lessons or at the child's pace.

Starting in the autumn term and continuing all year, the main emphasis is on reading at home. This should be done in two ways.

- **Adults reading to children.**

Parents are encouraged to share books from their own homes, the class, School Library or other Library facilities. They are also asked to share reading in the environment (out and about) when it is appropriate i.e. road signs bus signs, adverts, and notices. Parents should encourage children to point to words as they are being read. Discussion about both the pictures and the text in a book is important.

- **Children reading to an adult.**

When they are ready to, children will start bringing simple books home to 'read' to an adult. Some of the books in the first term will be 'textless books' - much valuable conversation and discussion can be had about the pictures and the layout of the book. Again, encouraging the child to point to the words as they are being read is important. Discussing the story and the characters and asking questions about the book will help with the child's understanding of language.

Tricky Words.

Children learn to read tricky sounds and words as part of their phonics lessons. After the children have learned the tricky words in each phase, parents will be sent a list of the words the children have learned. Regularly practising reading them, looking out for the words in reading books and playing games with them will really benefit the child. For some children, it will be useful to practise writing the words as well as reading them. The teachers may send home games to give parents some ideas. It would be useful if these words were practised on a regular basis in the summer holiday before Year 1, as well as parents continuing to share books with their child.

Letter formation.

At the beginning of the child's first term in Reception, the teachers will provide parents with a sheet to support children with letter formation. This shows where to start and finish when forming each letter and what each letter should look like. Giving children the opportunity to practise forming letters and also developing drawing skills with a variety of different tools will give them valuable practice. The important thing is to watch them and correct any mistakes sensitively so they don't fall into bad habits.

Show and tell

Every Friday the children have a 'show and tell' session, where each child gets the opportunity to share an object, book or photograph with the class. These sessions are based on our class topic of the term and each week's theme is displayed on Mondays, on the classroom door for parents/carers to see.

Maths Challenges

Maths Challenges are set every two weeks to support children's mathematical development and to contribute to the EYFS 'Parents as Partners' requirement. It is an ideal time to lay the foundations for continuing work at home. These consist of simple games for the children to play at home with their parents/carers.

Learning together project

Each term we set a 'learning together project', where the children and parents are set a task. For example, a poster, drawing, map, model, painting etc. These are always linked to the topic. This is an opportunity for the children to find out additional information about a topic. This will also support their learning of 'Knowledge and understanding of the world', one of the specific areas of the EYFS curriculum. The children bring their completed projects in to school to share with the class anytime during the topic.

Homework in Key Stage 1.

How much time should be spent on homework?

10 minutes reading daily - Regular spelling and number fact practise.

For children in infants we encourage parents to work together with their child to support them with their homework. The emphasis remains on Literacy and reading but we include ways in which children can be supported with important Numeracy and other skills.

What type of work will my child get?

Reading.

Reading on a regular basis is vital when children are in Year one and two. 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 strategies 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 has been read. Children will have a reading record which parents/carers should sign or comment in each time they read with the child.

High Frequency Words.

Children will have daily phonics lessons throughout infants 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. Parents/carers can help children to learn these by practising them regularly and often. Children will often receive the same words again in order to practise them further. Children should have the opportunity to practise their words over the summer holiday.

Numeracy.

Children will not receive set work in Numeracy; however, there are important skills that children should have in place by the time they leave infants. Parents/carers can support their child by giving them lots of opportunities to practise these skills. Teachers will send home this work as appropriate. All children will bring home their 'Magic Maths' sheets marked for parents to see. On the reverse of the sheet is another 'Magic Maths' sheet for home practise. Also in Y2 there is an expectation of times tables practise – as shared with parents at parents' evenings.

Children are given various tasks to support Science and Foundation subjects through topics. This isn't regularly timetabled and will be on an occasional basis. Easter homework is given to Y2 in preparation for end of KS1 assessments.

Homework in Key Stage 2.

How much time should be spent on homework?

Year	Daily	Weekly
3 and 4	<ul style="list-style-type: none"> • Reading (at least 15 minutes a day) • Practise Spellings • Practise Mental Maths (eg times tables, number bonds) 	<ul style="list-style-type: none"> • Complete a task (eg English, Maths or Topic based)
5	<ul style="list-style-type: none"> • Reading (at least 15 minutes a day) • Practise Spellings • Practise Mental Maths (eg convert units of measure) • Practise a Grammar or Punctuation Topic (eg using commas, tenses) 	<ul style="list-style-type: none"> • Complete a task (eg English, Maths or Topic based)
6	<ul style="list-style-type: none"> • Reading (at least 15 minutes a day) • Practise Spellings • Practise Mental Maths (eg convert units of measure) • Practise Grammar or Punctuation (eg using commas) 	<ul style="list-style-type: none"> • Complete a task (eg English, Maths or Topic based) • Further tasks may be given in the run up to SATs to help children prepare for those tests.

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 juniors continues to be based around English and Maths; 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 goes 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 in juniors are responsible for filling in their reading record or travel log and making sure that it comes to school everyday.

Spelling

Children will be issued with spelling lists to learn during the week. They will be expected to learn the words in the list as well as use some of them to form sentences.

Mental Maths

Children will be asked to learn a mental math topic. For lower juniors, the topic will often be a times table or a series of number bonds. For older children, the topic might be connected to units of measure or finding fractions of a number.

Grammar and Punctuation

Upper Juniors will be asked to learn a grammar or punctuation topic. For example, children might be asked to learn about commas or when to use apostrophes. Other topics could include: recognising types of word (eg verbs, nouns, etc), knowing the difference between tenses, using connectives correctly.

Task

A weekly task for your child to complete might be based on English or Maths work. It might be a piece of writing, a reading comprehension or a series of maths exercises linked to the work your child has been doing in maths lessons. Occasionally, the task might be based in another curriculum area such as Science, Geography or History. It could take many forms: preparing a talk, completing a piece of research or conducting an interview. The children may take part in a creative challenge linked to the topic. The nature of this work may be more open ended than in other areas.

How can parents find out more information about homework?

Each class teacher will inform parents about homework in the class newsletter and at the parent meeting at the beginning of the year. Homework tasks will be set on **Fridays** and will be due in on **Wednesdays**. Teachers will have different systems for handing in homework and they will tell parents and children about this at the beginning of the year. If parents need advice on how to support their children with homework then they should talk to the class teacher.

Why will children sometimes be given extra homework?

Children who take part in specialised support and booster classes may sometimes be set extra homework to reinforce the work being done. Additionally, children who work in a one to one situation with teaching assistants will sometimes be given extra homework. In both cases, children should complete this work alongside their normal homework unless the child or the parents have been told otherwise. If the child is finding they have too much homework, then parents should speak to the child's teacher or the person running the extra sessions.

What about children who don't complete homework?

The expectation is that children will complete homework. Teachers will keep records of children completing homework and these records will be checked on a regular basis. If there are any problems with children not completing homework, then the teacher will speak to the children or will try to chat with parents to find out why; this will usually result in a yellow card. In Year 5 and 6, a homework club is offered during one lunchtime where children can get help and support with their homework.