



Homework Policy

Policy in place: July 2013

Policy updated: July 14, July 15, Nov 16, July 18, Jan 19, Sept 2019

Review date: Sept 2022

Philosophy and Rationale

We believe that children learn best when parents/carers, the school and children work together in partnership. Providing opportunities for extending learning out of school supports the ethos of our curriculum at Endon Hall Primary & Nursery School, providing valuable opportunities to reinforce and link learning more widely across school and home life. Furthermore, it can also take advantage of the resource of home as a valuable source of learning.

Aims of the policy:

We aim to:

- Support children's learning, by reinforcing and applying skills learned in class
- Encourage independent and self-motivated learning and research skills
- Encourage children to develop personal organisation skills
- Take account of the needs of the individual child
- Support parents/carers in getting involved in their child's learning
- Make homework manageable, meaningful and enjoyable for parents/carers, teachers and children
- Be consistent in our approach; both regarding the content and the expectations for completion and marking

Our approach and expectations:

Homework:

- Will focus on the core skills of English & Maths or be an extension of the wider curriculum learning in class.
- Is differentiated as far as reasonably possible to meet the needs of children as closely as is practical.
- Will be given out on Fridays and is expected to be completed and returned by the following Wednesday.
- Must be completed and returned in the homework folder that has been provided by the class teacher
- Is marked using the tick symbols within the Marking Policy and including basic feedback where appropriate.
- Should take a minimum of 30 minutes and a maximum of 1 hour, depending on the child and/or the task given.
- Is explained in detail to children, including clear instructions about what is required.

Information regarding the homework is detailed on the weekly 'Brain Builder' activity sheet and will differ slightly based on the year group, as follows:

Reception

Homework tasks will link to the areas of learning within the Early Years Foundation Stage curriculum. More specifically, in the first half of the Autumn Term they will link solely to Reading. After October half term the focus will widen to incorporate Phonics plus one other *specific* curriculum area.

The four *specific* areas of learning are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Reading homework

Reading is such an important task for parents/carers to do with their children throughout their schooling.

Children will bring home 1 or 2 scheme reading book/s each week. Staff will change children's books once a week. The reading homework task is for children and their parents/carers to read and discuss the book (including questions about the front cover, main events, characters, vocabulary choices and plot etc) with a parent/carer three times a week and for the parent/carer to date, sign and record a comment in the child's reading diary accordingly.

Staff do not, as a rule, record anything in children's reading diaries, this is a log for children and parents/carers. However, if there is something in particular that is picked up during individual reading in school, staff will note this in the log to enable school and parents/carers to work together on certain aspects of reading. Children must bring their Reading log into school every day in their (book) bag with their reading book.

In addition to the scheme book, a weekly library book is also sent home for the children to share with a parent/carer, discussing any words/vocabulary choices that the child does not know the meaning of.

Staff will change children's scheme and library books once a week. Re-reading the same book several times is important as, once a child is familiar with it, they will read it more quickly, building fluency, which aids comprehension.

There is much more to reading than working through the stages/levels of the schemes. The questions and discussion about the book and the vocabulary within it is key. Teachers will assess children against the book bands and decide when children are ready to move up to the next level. This is based on the reading of the text and the understanding (comprehension) of what has been read.

Parents/carers should make a note regarding how their child accessed the homework activities and, where applicable, report any learning opportunities the child is undertaking at home that link to learning in school. This is part of the school's approach to understanding and assessing children's learning and development through observations made in school and at home.

In Reception, ticks or stickers are utilised to mark homework, as a visual incentive for children.

Year 1

Homework tasks will be:

- A set of weekly spellings to learn (that will be practised through spelling activities and monitored in children's independent written work in school)
- Reading (see below for details)
- A weekly Phonics task
- A weekly Maths task based on:
 - Autumn term - Number, Place Value, the four calculations (Addition, Subtraction, Multiplication, Division)
 - Spring term – Fractions, Measures, Geometry
 - Summer term – aspects identified as next steps from assessments

Reading homework

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Children will bring home 1 or 2 scheme reading book/s each week. Staff will change children's books once a week. The reading homework task is for children and their parents/carers to read and discuss the book (including questions about the front cover, main events, characters, vocabulary choices and plot etc) with a parent/carer three times a week and for the parent/carer to date, sign and record a comment in the child's reading diary accordingly.

Re-reading the same book several times is important as, once a child is familiar with it, they will read it more quickly, building fluency, which aids comprehension.

Staff do not, as a rule, record anything in children's reading diaries, this is a log for children and parents/carers. Children must bring their Reading log into school every day in their (book) bag with their reading book.

There is much more to reading than working through the stages/levels of the schemes. The questions and discussion about the book and the vocabulary within it is key. Teachers will assess children against the book bands and decide when children are ready to move up to the next level. This is based on the reading of the text and the understanding (comprehension) of what has been read.

Year 2

Homework tasks will be:

- A set of weekly spellings to learn (that will be tested and also assessed via children's independent written work in school).
- Reading (see below for details)
- 4/5 Maths questions linked to the current/recent Maths unit of work
- Practice questions/papers for SATs (Reading and/or Maths) from the Spring term onwards

Reading homework

Reading is such an important task for parents/carers to do with their children throughout their schooling.

Children will bring home 1 or 2 scheme reading book/s each week. Staff will change children's books once a week. The reading homework task is for children and their parents/carers to read and discuss (including questions about the front cover, main events, characters, vocabulary choices and plot etc) the book with a parent/carer three times a week and for the parent/carer to date, sign and record a comment in the child's reading diary accordingly.

Re-reading the same book several times is important as, once a child is familiar with it, they will read it more quickly, building fluency, which aids comprehension.

Staff do not, as a rule, record anything in children's reading diaries, this is a log for children and parents/carers. Children must bring their Reading log into school every day in their (book) bag with their reading book.

There is much more to reading than working through the stages/levels of the schemes. The questions and discussion about the book and the vocabulary within it is key. Teachers will assess children against the book bands and decide when children are ready to move up to the next level. This is based on the reading of the text and the understanding (comprehension) of what has been read.

Children become 'free readers' and are given independent choice of texts from school or home when they can confidently read chapter books of more than 150 pages. Teachers decide when a child is ready to become a free reader. Children who are 'free readers' should continue to read regularly, including with a parent/carer.

Year 3 & Year 4

Homework tasks will be:

- A set of fortnightly spellings to learn (that will be tested and also assessed via children's independent written work in school).
- Reading (see below for details)
- Times tables practice (3 times per week)
- 4/5 Maths questions linked to the current/recent Maths unit of work and/or a sheet of questions pitched at the previous year group expectations, to remind/prompt children ahead of a unit of work

Reading homework

Reading is such an important task for parents/carers to do with their children throughout their schooling.

Once children are 'free readers' they will select their own chapter books and bring home a book of their choice as frequently as required. Until this point, reading homework should continue as it has in Year 1 and Year 2.

Even children who are 'free readers' should read out loud, with their parent/carer, 2-3 times per week. They may read silently to themselves at times too, but it is important to continue reading out loud and discussing the book and vocabulary choices.

Parents/carers should continue to sign, date and record a comment in the child's reading diary accordingly. Staff do not, as a rule, record anything in children's reading diaries, this is a log for children and parents/carers. Children must bring their Reading log into school every day in their book bag with their reading book.

Year 5 & Year 6

Homework tasks will be:

- A set of fortnightly spellings to learn (that will be tested and also assessed via children's independent written work in school).

- Times tables practice (3 times per week)
- Reading
 - CGP Reading task (fortnightly/every third week)
- Maths
 - CGP weekly Maths task
- Spelling Punctuation and Grammar (SPaG)
 - CGP weekly SPaG task

Reading is such an important task for parents/carers to do with their children throughout their schooling.

Children who are 'free readers' will continue to select their own chapter books and bring home a book of their choice as frequently as required. Even children who are 'free readers' should read out loud, with their parent/carer, twice per week. They will read silently to themselves frequently too, but it is still important to continue reading out loud and discussing the book and vocabulary choices.

Parents/carers should continue to sign, date and record a comment in the child's reading diary accordingly. Staff do not, as a rule, record anything in children's reading diaries, this is a log for children and parents/carers. Children must bring their Reading log into school every day in their book bag with their reading book.

Homework in Year 2 and Year 6:

In Year 6, in preparation for their transition to secondary school, and in Years 2 and 6, to help them prepare for SATs, extra homework may be set as part of the 'Brain Builder' activity. The amount of time given to completing homework will increase.

Reading Logs:

Much emphasis has been placed (above) on Reading at home. Children learn to read best when they can be heard and can share their reading regularly. Listening to an adult read will also support reading development.

A child who reads for 20 minutes per day throughout the school year will read for 3,600 minutes in total and read 1,800,000 words. In comparison, a child who reads for 5 minutes per day will read 282,000 words and a student who reads for 1 minute per day will read only 8,000 words per year.

Teachers check Reading Logs approximately weekly, to ensure children are selecting appropriate texts and reading regularly at home.

Homework may also include:

- Where necessary, other tasks may be set instead of/alongside the above.
- Another task may be set linking to the topic or focus in class (for example History or Science, Pirates or Outer Space) which may be practical, involve direct parental support and may require a photograph, comment, or observations to be recorded within the homework book.
- More informal homework may be set from time to time where children, for example, may be asked to think about ideas for a story, look for pictures to support a topic, find out information from an encyclopedia or atlas etc.
- Children involved in intervention programmes or support activities may also be set small tasks to complete by the member of staff working with them. Children accessing the Better Reading intervention programme will have specific activities to complete at home, to support the programme as it is delivered in school.

At Endon Hall Primary & Nursery School we recognise the value of the many activities that our children are involved in after school and at weekends, through family activities or membership of clubs and organisations. We would not want any homework to cut across these activities as they play such an important part in the children's development. By allowing the weekend and half the week for children to complete homework, we ensure sufficient time is given to complete tasks to avoid conflicts.

Roles and Responsibilities:

For homework to be effective and meaningful there needs to be a partnership between home and school:

- Parents/carers must be aware of what is expected of them
- Children should know what is required of them
- School should act as the catalyst by providing the necessary information

Role of the Parent/Carer:

- hear your child(ren) read every day (as little as 10 minutes will be beneficial)
- give support where necessary (going to the library, obtaining books/videos etc.)
- provide a reasonably peaceful, suitable place* in which to do the homework
 - *Older children may be left alone but, more often, younger children may need to work with an adult
- make it clear to your child(ren) that you value homework
- support by ensuring your child(ren) completes their homework on time and hands it in
- encourage and praise your child(ren), become involved, talk to them about their learning and listen to what they tell you
- encourage your child(ren) to practise and learn their times tables, and their weekly/fortnightly spellings

It would also be useful to use the information sent home termly in the topic overview sheets to broaden your child(ren)'s experiences and if you have access to the internet, to help your child(ren) explore the subjects they are learning at school.

To aid your child's transition into the next year group, please continue to hear your child read and revise their times tables and spellings over the school holidays.

Role of the School:

- regularly set and mark homework
- keep a record of a child's homework, including pieces that are late or have not been completed
- keep parents/carers informed about any concerns that they may have
- provide a homework book with space for children to keep notes about homework (if they wish), for parents/staff to use for reciprocal communications, to store their Brain Builder sheet and in which to complete their homework task/s

Role of the child:

- listen to the explanation of the Brain Builder
- do the homework that is set (using either a pencil or, for those who have received a 'Pen Licence', a blue pen)
- present their homework neatly and hand it in on time

Incomplete homework

Homework is an important part of a child's learning and needs to be considered as such by all parties.

Class teachers will keep track of returned homework and any child whose homework has not been handed in by Wednesday morning will be reminded and asked to hand it in by Thursday morning, when it will be marked as late. If the child fails to bring their homework in on Thursday morning then it will be marked as incomplete and the child will be required to stay in on Thursday lunch time to complete it.

Parents/carers will be informed (using a letter attached to the subsequent 'Brain Builder', see Appendix 1) if their child has failed to complete their homework or has handed it in late. In instances where homework is regularly not completed and returned in line with the Homework Policy, the class teacher will discuss why this is the case with the child and parent/carers and put strategies in place to ensure that homework is completed.

Appendix 1

Endon Hall Primary & Nursery School

Hillside Avenue, Endon, Staffordshire, ST9 9HH

Tel: 01782 502645

headteacher@endonhall.staffs.sch.uk office@endonhall.staffs.sch.uk

Date: _____

A note home to mention...

- Your child's homework was late last week as it was handed in on _____, not Wednesday.
- Your child did not complete and/or hand in their homework last week.

As a result...

- Your child handed it in on Thursday morning and a late mark was recorded.
- Your child did not hand it in on Thursday morning and stayed in at lunch time to complete it.

Homework is an important part of a child's learning and needs to be considered as such by all parties. Please ensure that your child completes their homework on time and hands it in by Wednesday morning each week.

Thank you for your support.

Kind Regards,

Endon Hall staff team

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