



## Rownhams St John's CE Primary School



### Homework Policy (March 2018)

#### Context

Our Homework Policy was created in consultation with parents in September 2014 and the feedback from our recent Ofsted indicates that our approach to homework continues to be seen a positive light by parents (ParentView, February 2018) and pupils. It is also important to note the government guidance regarding homework was withdrawn in 2012.

These are some of the key principles we have taken into account as we have planned our new policy:

- Homework takes time for teachers to set and monitor and for parents and children to complete so it must make a valuable contribution to learning
- Homework must not divert too much teacher time away from the planning and preparation of quality lessons in school - planning and marking/feedback needs to be kept manageable and realistic
- Homework must not be a chore that upsets children and their families – it should be a positive experience – homework must be in moderation
- Parents need to be clear about what is expected in terms of outcomes and the time needed to complete tasks
- Parents need support so that they are clear about methods and strategies
- Homework in Upper Key Stage 2 (Y5/6) needs to start to prepare children for secondary school experiences

#### Purpose of homework

The following are reasons for doing homework:

- Practising skills to increase fluency – eg reading; handwriting; spellings, learning times tables, number bonds, understanding and handling money and working out change, measuring length, reading scales and telling the time
- Researching information ready for the next step in learning about something
- Embedding concepts already taught in the classroom –eg identifying spelling patterns, collecting word and making word banks;
- Having the opportunity to develop independence in learning and time management skills
- Helping to develop parent partnership in learning as it gives parents an opportunity to see what their child is learning and how they are learning it.

#### Commitment to homework

Children must make sure they take homework instructions home with them, complete the homework to the best of their ability and hand it in on time.

Parents must make sure they provide the opportunity and time for their child to complete their homework on time. They must make sure they do not do the homework for the child and encourage the child to come into school and talk to the teacher if they are having difficulty with their homework.

Teachers must make sure that the homework set is valuable and achievable. Children must receive feedback on their homework. Teachers need to keep track of homework and identify those children who never do their homework and understand why this is happening. A regular schedule of homework must be set so that children and parents understand what homework is being given, how long the children are expected to do their homework for and when it has to be handed in.

The school will provide a homework club for those children that do not get the opportunity to do their homework at home.

#### Home Learning Projects

Parents told us that the home learning half termly projects are popular so we intend to keep this model for all the children. One project needs to be completed per half term and the children will get to share this project with their class/phase. Each phase will continue to send out a 'Parents in Partnership' letter suggesting ideas for the project. This project is an opportunity for your child to have a writing focus to their home-learning as well as produce creative responses to the project.

### On-line Homework

The school recognises that children enjoy using computers and tablets in their learning so will develop a programme of on-line opportunities. Each phase will build in a programme of on-line activities. Children who do not have access to a computer or tablet will be given the opportunity to carry out these activities in school.

### Homework progression across the school

The attached table identifies how homework builds up across the school from YR to Y6. The information on this table is for guidance only. Teachers will decide on the balance of activities to ensure the children are given appropriate and manageable amounts of homework.

The new curriculum (September 2014) places a demand on children to be more fluent in their recall of mathematical times tables (up to 12 x 12) and number facts, telling the time and using money. This practise can be reinforced by day to day conversation between parents and their children.

### Homework feedback and marking

Homework will be valued by marking where appropriate and giving out of stickers, dojo points and certificates for children who complete their homework to a good standard on a regular basis.

Approved by Standards Committee March 2018 To be reviewed 2021

	Year R	Year 1 and 2	Year 3 and 4	Year 5 and 6	Year 6
English Reading	Reading and/or sharing a book every day – read, be read to and talk about the book/story 10 minute sessions	Reading and/or sharing a book every day – read, be read to and talk about the book/story 10 minute sessions	Reading for at least 10 minutes at least three times a week and completion of a reading journal activity once a week (20 minutes)	Reading for at least 10 minutes at least three times a week.	
English Writing	Practising handwriting of letters relating them to their sounds	Practising handwriting through phonics/spellings Writing through home learning project	Writing through home learning project	Writing through home learning project	SATS revision in the Spring term

	Year R	Year 1 and 2	Year 3 and 4	Year 5 and 6	Year 6
English Phonics, Spelling, Punctuation and Grammar	Practising sound cards at home 5 minutes 3x per week	Practising sounds and high frequency spellings 5 minutes 3x per week	Weekly 20 minute practise of spellings. Spelling patterns, high frequency words	Weekly 20 minute practise of spellings. High Frequency words and applying spelling rules	SATS revision in spring term
Mathematics	Practise counting and number recognition through talk and games 5 minutes 3x per week	Practise counting and number recognition through talk and games including times tables and number bonds 5 minutes 3x per week	Weekly practising times tables.	Weekly maths for Year 6 based on current learning needs. Fortnightly for Year 5. Plus, times tables.	SATS revision in Spring term
Other: Home learning project Special one off pieces of homework or research	Half termly project to be shared in class	Half termly project to be shared in class	Half termly project to be shared in class	Half termly project to be shared in class	