



The Federation of East Cowton and Kirkby Fleetham
Church of England Primary Schools



Homework policy

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Date of Policy Creation	June 2017	Responsibility	<i>Chair of the Governing Body</i>
Date of Policy Adoption by Governing Body June 2017		Signed	
Method of Communication (e.g Website, Noticeboard, etc) School Website			

We believe homework is a key aspect of learning. Homework helps children improve important skills. We believe that homework is a valuable opportunity for children to share with their parents/ carers things they have been doing at school.

Through our policy we aim to:

- Ensure a consistent approach across the schools
- Ensure progression towards independence and individual responsibility
- Ensure parents/ carers can support their child more effectively
- Extend and support learning
- Provide opportunities for parents/carers and children to work in partnership and enjoy learning experiences

Fostering a love of reading

We believe reading is a key aspect of developing a child's learning. We value parents and carers reading with and to their children because it allows them to enjoy texts they might not be able to read alone, therefore improving many key skills which enable a child to access the wider curriculum. We expect all children to read at least five times a week and for this to be recorded in their reading diary.

English and Maths skills across the curriculum

We use a set of progressive spelling sheets throughout school to support a personalised spelling programme, related to National Curriculum year group expectations. English homework will be set to support both reading and writing skills. Maths will be set to develop mental maths and problem solving activities. It

will also consolidate skills taught in class. Parents can support their child to develop fast recall of number bonds to 10 and 20, then 100, and then tables to 12 x. By Y4 children are expected to be able to recall all of their tables. It is also valuable to develop skills in real life contexts so children make links with their learning e.g. cooking to develop maths skills relating to weight, using time tables for trains and buses, telling the time, finding focussed sight words in books/ magazines/ newspapers. Guidance on age group expectations can be found on the school website.

Improving key life skills

Social skills, evaluation skills, problem solving, managing feelings and working collaboratively are key life skills. Developing key life skills improves children's motivation and approach to life and learning. Working together as a team/ sharing/ communicating feelings develops a confident child who has no fear of getting things wrong or having a go! Activities/ games/ helping around the house can develop maths and English skills but also vital life skills and are fun too!

For example:

- Board games - Playing scrabble is a great way of learning to spell but also teaches turn taking, solving problems, losing. The game 'Articulate' develops children's vocabulary and speaking and listening skills.
- Card games are great for developing mental maths, independence, patience.
- Dominoes are a great way to learn number bonds.
- Cooking and Art/Craft activities

Aims of homework:

- Consolidate and extend learning
- Practice skills
- Rehearsal
- Preparation
- Positive parent/ child time.

Homework may be set to support a specific and identified need in comprehension, tables or number bonds, sentence work, handwriting or grammar. These will be specific, and time limited.

Roles in relation to homework

The Governing Body:

- Delegated powers and responsibilities to the Governing body and to the Headteacher to oversee the development of this policy
- Responsibility for the effective implementation, monitoring and evaluation of this policy

The Headteacher will:

- Promote this policy by raising the status and importance of homework
- Ensure that homework is built into teachers planning
- Provide supportive guidance for parents
- Keep up to date with new developments with regards to homework
- Monitor and evaluate this policy

Teachers must:

- Integrate homework into their planning
- Set interesting tasks and activities
- Set homework appropriate for each child
- Explain when, what and how the work is done so that each child clearly understands
- Provide opportunities for sharing of homework tasks in class and provide feedback

Parents/ carers are asked to:

- Support the homework set
- Read with your child and make a note in the reading record book.
- Support the school in explaining to children that homework is valued and aids learning.
- Encourage pupils and praise them when homework is completed.
- Be actively involved in the homework of your child.
- Make the experience pleasurable
- Discuss, encourage and praise
- Contact the class teacher/ school if you are not sure of some aspect of the homework or your child is experiencing difficulty doing it
- Contribute to the school parent questionnaires so the school can monitor the effectiveness

Children are asked to:

- Complete their homework and hand it in on time
- Listen carefully in class to make sure they understand what is asked of them
- Contribute to pupil interviews and pupil questionnaires on homework for the school to monitor and evaluate
- Make sure they get feedback for their homework
- Complete homework using appropriate writing materials
- Have a go at all homework activities

GUIDANCE AND STRUCTURE:

Year	Reading	English Basic skills	Maths Basic Skills	Other
1	10 mins 5x per week with an adult	Spelling list sent home weekly Words to practice weekly in reading diary	Daily practice of number skills or workbook activity Sumdog	
2	10 mins 5x per week with an adult	Spelling list sent home weekly Spelling Log sent home for daily practice (by the end of the year)	Weekly maths activity from workbook Daily times tables practice Sumdog (optional)	
3	Reading - 10 minutes x 5 Where possible with an adult	Spelling list sent home termly Spelling Log sent home for daily practice	Weekly maths activity from workbook Daily practice of number and times tables skills Sumdog	Project work once a fortnight
4	Reading - 10 minutes x 5 Where possible with an adult	Spelling list sent home weekly Spelling Log sent home for daily practice	Weekly maths activity from workbook Daily practice of number and times tables skills	Project work once a fortnight
5	Reading - 10 minutes x 5 Parents are requested to hear their child 'performance read aloud' on a regular basis as a standalone skill.	Spelling list sent home termly Spelling Log sent home for daily practice	Weekly maths activity from workbook Daily practice of number and times tables skills	Project work once a fortnight
6	Reading - 10 minutes x 5 Parents are requested to hear their child 'performance read aloud' on a regular basis as a standalone skill.	Spelling list sent home termly Spelling Log sent home for daily practice	Weekly maths activity from workbook Daily practice of number and times tables skills	Project work once a fortnight Homework may include work necessary to prepare the children effectively for SATs

Organisation:

- A termly letter will be sent home by each class teacher making clear what the expectations for the term ahead will be. In addition there may be other suggestions as to how parents can support children in their learning.
- The spelling log and reading record should come to and from school daily.
- Homework guidance and reading guidance will be attached to the homework book for reference

Equal Opportunities and Additional Needs

Homework activities will be differentiated, where appropriate, to ensure the needs of pupils are best met. Work/ projects produced by children is valued and celebrated through display, discussion, assemblies

What will happen if children don't complete their homework?

If a child has difficulty with the work, then we would expect them to ask for support from the class teacher before the due date to ensure they are able to complete the work, or alternative work can be given. This is useful information as it informs the teacher about the independent capabilities of the child. We will offer a weekly homework club where children can choose to complete their homework over a lunchtime if they wish, on occasions we may invite a child to attend.

The expectation is that children will complete their homework. However, if for any reason children are unable to complete their homework, parents or carers should provide the class teacher with a note, write in the home school diary or contact the class teacher explaining why the homework has not been completed.

Teachers will keep records of children completing homework and these records will be checked on a regular basis. A comment will be made on the children's termly report.

Children in year 5 and 6 are deemed old enough to complete their homework independently and organise themselves. Children in these year groups will miss their playtime or lunchtime if they have not completed homework.

Monitoring the effectiveness of this policy:

The effectiveness of this policy will be reviewed annually or when the need arises, and the necessary recommendations for improvement will be made to the governors.