

**HOMEWORK POLICY****Purpose**

The aim of our homework policy is to promote learning beyond the school day as an essential part of good education. We believe that homework not only reinforces classroom learning, it also helps children and young people to develop skills and attitudes that they need for successful lifelong learning. It should support the development of independent learning skills, including the habits of enquiry and investigation, and it should help to foster the role of parents as co-educators of their children.

**Homework Guidelines for each Key Stage**

We believe that the most important homework activity is regular reading. Suggested reading times are 5-10 minutes in Reception increasing to at least 20 minutes by Years 5 and 6. There is an expectation that reading at home will happen daily (5 times a week minimum). It is important for parents/carers to read with children and to discuss books, pictures and stories, even when they are in Year 6. Children's reading diaries in Foundation Stage and Key Stage One are to be signed by parents/carers after hearing children read.

The nature and content of homework set, and the amount of time needed to complete homework will vary from year to year and from child to child. School have produced a guide which can be found below, outlining what parents of children in each key stage can expect to be set for homework.

**Homework**

<b>NURSERY</b>		
<b>AREA</b>	<b>TASK TYPE</b>	<b>WEEKLY TIME GUIDE</b>
Reading	Reading at home	10 minutes per day
Phonics alternate weeks	Shared activity to complete at home linked to sounds learned that week	Weekly
Maths alternate weeks	Shared activity to complete at home with grown-ups	Weekly
Topic	One piece of work linked to a termly project	Half termly

<b>RECEPTION</b>		
<b>AREA</b>	<b>TASK TYPE</b>	<b>WEEKLY TIME GUIDE</b>
Reading	Reading at home	10 minutes per day
Phonics	A task linked to sounds learned in class that week CPG booklet summer term only	Weekly
Maths	White Rose one minute maths app	Weekly

	CPG booklet summer term only	
Topic	One piece of work linked to a termly project	Half termly

KEY STAGE 1 – Years 1 and 2		
AREA	TASK TYPE	WEEKLY TIME GUIDE
Reading	Reading at home. CPG Comprehension Booklet.	At least 15 minutes reading – 5 times a week
Spellings/Phonics	One set of up to 10 spellings to learn – where appropriate via Class Dojo linked to phonics level	One set per week – available by Wednesday for test the following Monday
Maths Tables and Facts	White Rose Maths Booklet	Weekly
Topic	One piece of work linked to a termly project	Half termly

LOWER KEY STAGE 2 – Years 3 and 4		
AREA	TASK TYPE	WEEKLY TIME GUIDE
Reading	Reading at home. A book review where appropriate. CPG Comprehension Booklet.	At least 20 minutes reading – 5 times a week
Spellings	Spelling activity via Class Dojo	One set per week – available by Wednesday for test the following Monday
Maths Tables and Facts	White Rose Maths Booklet	Weekly
Topic	One piece of work linked to a termly project	Half termly

UPPER KEY STAGE 2 – Years 5 and 6		
AREA	TASK TYPE	WEEKLY TIME GUIDE
Reading	Reading at home. CPG Comprehension Booklet.	At least 20 minutes reading – 5 times a week
Spellings	Spelling activity via Class Dojo	One set per week – available by Wednesday for test the following Monday
Maths	White Rose Maths Booklet	Weekly
Topic	One piece of work with a range of choices	Half termly

### Equality of opportunity

Whilst some tasks are differentiated, time does not allow us to give individual homework tasks and children are encouraged to do as much as they are able. We welcome parent feedback about the amount of help their child has needed. Separate homework tasks are provided for some pupils on a particular programme of support.

### Role of Teachers and Parents/Carers in Supporting Children

The **headteacher** will ensure that homework is:

- an integral part of the curriculum and is planned and prepared alongside all other programmes of learning
- appropriate to the age, ability and circumstances of the pupils, taking into account special educational needs
- coordinated in order to be manageable for children on a daily basis

**Teachers** will ensure that:

- pupils and parents are given a homework timetable through newsletters, indicating the day that homework must be in by
- tasks are structured and their purpose explained to pupils ensuring they understand the task
- it is clear to pupils how their homework consolidates and extends the work they are doing in school

**Pupils** will be required to record and ensure their understanding of the homework tasks and demonstrate a commitment to spending an allocated time completing the tasks set. They will return their work on time.

**Parents** will support children in completing homework on time, but not doing it for them as this will give a false impression to their class teacher. However, it is important to provide encouragement, even if they find it challenging.

### **How Parents Can Help**

The role of parents in working with and supporting their children is very important in a variety of ways eg:

- provide a peaceful place where your child/children can work
- make it clear to your children that you value the homework that they do, and support the school by explaining why homework will help their learning
- praise your children when they have completed their homework
- decide, as a family, when is a good time for homework to be attempted
- discuss the work with your child, decide together if your help is needed and what form it might take.
- discuss any difficulties with the teacher

Children who do not complete homework may find the next steps in learning more challenging.

### **Feedback to Children/Parents**

We endeavour to give prompt feedback to children about their homework via Class Dojo or in class. The work is always marked. The teacher's feedback is often verbal.

### **Monitoring Arrangements**

The Governing Body will receive an annual report from the headteacher that includes feedback from pupils and parents.

