

# Belton C of E Primary School



## Homework Policy

Date of policy: September 2021

Review of policy: September 2022

The Homework Policy has been written in the light of needs of the children following the lockdowns of 2020 due to Covid 19.

Homework is anything children do outside the normal school day that contributes to their learning, in response to guidance from the school. Homework refers to a wide range of activities instigated by teachers and parents/carers to support the children's learning. For example, parents or carers who spend time reading stories to their children before bedtime are helping with homework. We believe homework is a key aspect of learning which represents a valuable opportunity for children to share things they have been doing at school with parents and carers and to enjoy learning experiences together.

However, while homework is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe that they develop their interests and skills to the full only when parents/carers encourage them to make maximum use of the opportunities available outside school.

**Aims of homework are:**

- to enable pupils to make maximum progress in their academic and social development
- to help pupils develop the skills of an independent learner
- to promote cooperation between home and school in supporting each child's learning
- to enable some aspects of the curriculum to be further explored independently - to provide educational experiences not possible in school;
- to consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons;
- to help children develop good work habits for the future
- In light of Covid 19 to consolidate basic skills

## **Improving key life skills**

Social skills, evaluation skills, problem solving and working together are key life skills which develop a child's motivation and approach to learning and life. Activities, games and helping around the house can develop English and Maths skills and result in children who are able to 'have a go' with little fear of getting things wrong.

## **The role of parents and carers**

Parents and carers have a vital role to play in their child's education, and homework is an important part of this process. John Hattie's seminal study in 2008 found that 'the effect of parental engagement over a student's school career is equivalent to adding two or three years to that student's education'. We ask parents and carers to encourage their child to complete the homework tasks that are set. We invite them to help their children as and when they feel it to be necessary, and to provide them with the sort of environment that allows children to do their best. Parents and carers can support their child by providing a good working space at home, by enabling their child to visit the library regularly, by discussing the work that their child is doing at school and also playing games such as:

**Board games** - playing Scrabble or Boggle is a great way of learning to spell but also teaches turn taking, problem solving and losing! The game 'Articulate' develops children's vocabulary and speaking and listening skills

**Card games** - card games are great for developing Maths bonds, independence and patience!

**Dominoes** - Dominoes are a great way to learn number bonds

**Ideally parents should read with their children every day to help them develop a love of books and stories and help them to grow in confidence. We ask parents and carers to sign their child's Reading Record to show that they have heard their child read and discussed their books with them. School staff will check the Reading records weekly.**

Children will be sent home with knowledge organisers at the beginning of their topic. These are guides which will show the parents what the children are learning in school and they can be used at home and school to help support homework as well as in school learning. They can also guide extra learning or talking points about school.

If parents and carers have any questions about homework, they should, in the first instance, contact the child's class teacher, then our Senior teacher - Mrs Yendall. Finally, if they wish to make a complaint about the school homework policy, or the way in which it is implemented, parents or carers should contact the head teacher in the first instance and, should concerns still remain, the governing body in accordance with our complaints policy.

### Structure of homework per week

Year group/ class	Reading and Spelling	Maths	Writing and Grammar
EYFS- YR Hedgehogs up to first half term	Sharing books at home and with family Recommended weekly time 40 mins		
EYFS - YR Hedgehogs after first half term	Reading 5 minutes X 5 with an adult Books changed at least twice a week usually Monday and Wednesday	Family projects/playing games	Weekly practice current phonics
Year 1 Foxes class First half term	Reading 5 minutes X 5 with an adult Books changed at least twice a week Weekly practice current phonics/ spellings 5 mins per day	5 minutes 3 x a week mathletics	Family projects/playing games
Year 1 Foxes after 1 <sup>st</sup> half term	Reading 5 minutes X 5 with an adult Books changed at least twice a week Weekly practice current phonics 5 mins per day	5 minutes 3 x a week mathletics	Writing activity linked to foundation subjects 10 mins per week

Year 2 Foxes class	Reading 5-10 minutes X 5 with an adult Book can be changed twice a week Spellings to be practised 5 minutes X 4-set on Readwriter, with copy in Spelling book	5 minutes 3 x a week mathletics	Writing activity linked to foundation subjects 10 mins per week
Year 3 and 4 Squirrels class	Reading 5-10 minutes X 5 with an adult Book can be changed when they have been read Spellings to be practised 5 minutes X 4	5-10 minutes 2 x a week mathletics  3 x a week times tables rock stars for 5-10 minutes	Writing activity linked to foundation subjects 10-20 mins per week
Year 5 Badgers	Reading 10 minutes X 5 at with an adult Book can be changed when they have been read Spellings to be practised 5 minutes X 4	10 minutes 3 x a week mathletics  2 x a week times tables rock stars for at least 10 minutes	Writing activity linked to foundation subjects 30 mins per week

Year 6 Badgers	Reading 10 minutes X 5 With an adult at least twice  Book can be changed when they have been read Spellings to be practised 5 minutes X 4	10 minutes 3 x a week mathletics  2 x a week times tables rock stars for at least 10 minutes	Writing activity linked to foundation subjects 30 mins per week Sats practice if and when appropriate
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Phonics/Spellings will be set on a Friday for a quiz the following Friday. They will be set on Readwriter but also a paper copy will be stuck in a spelling book.

The expectation is that children will complete their homework and if the child has difficulty with the work, then we would expect them to ask for support from the class teacher before the due date of completion to ensure they will be able to complete the work or alternative work can be set. This is useful information as it informs the teacher about the independent capabilities of the child.

Homework is always acknowledged and, according to the task, is either marked or used in class to support learning. Certificates are given for work achieved e.g. Bronze Readwriter etc

Homework completed well is acknowledged and praised. There may be issues arising from the work, which the teacher will follow up in lesson time.

### **Inclusion and homework**

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework to pupils who are named on the register of special needs, we refer to those pupils' Individual Education Plans (IEPs).

Homework is seen in part as a preparation for the more independent learning undertaken at secondary school.

If a child has difficulty accessing technology, alternative homework may be set. If a child/children need more specific/ personalised homework e.g. handwriting, then this can be set in addition or instead of existing homework.

### **Use of IT**

The child's safety is paramount in all matters regarding use of the internet and we advise parents and carers to always supervise their child's access to the internet.

The use of IT and the Internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by copying, pasting and printing out something that has been written by somebody else.

There are many websites containing highly educational material which can have a powerful effect on children's learning. We discourage children from bringing computer disks or memory sticks into school, because of the risk of viruses. However, when appropriate, a teacher might suggest that a child's work is e-mailed/ put on Google Classroom to the teacher at school.

There may be times where it is appropriate for tasks to be set and completed using Google Classroom.

### **Monitoring and review**

It is the responsibility of our governing body to agree and then monitor the school homework policy. Our homework policy is reviewed annually by the head teacher in consultation with teaching staff.

September 2021

Date of review September 2022