

# Commonswood Primary & Nursery School

## Homework Policy

Reviewed May 2020



### Rationale

Working with your children at home can complement and enrich children's work in primary school. When homework is completed consistently, it also demonstrates to children that education is valued by parents/carers as well as teachers.

Parents/carers are also strongly encouraged to support children's learning, development and interests through, creative & performing arts, sporting and social activities. These can enhance children's personal and social development; notably self-confidence and esteem.

### Aims

There are several purposes for homework, which are:

- To practise, consolidate and extend skills
- To prepare for future class work
- To encourage creativity and initiative
- To build self-confidence and independence
- To enable children to develop planning and time management skills and prepare older children for the demands of secondary school
- To encourage closer links between home and school
- To give children the opportunity to share learning with their parents/family
- To ensure parents/carers are clear about class expectations and learning strategies used

### Quality of Homework

In Nursery, a weekly letter detailing the learning focus is sent to parents with a suggested homework task. Home learning books are also sent out weekly.

In Reception, a child's reading record is the main contact between parent and teacher.

Homework books should be looked after carefully and respected like all other school books. The

Spelling books and reading records need to come to school on a daily basis. The reading record plays a key role in home/school communication – both parents and teachers use these, not only to keep track of the homework expectations, but also to, at times, send notes or reminders.

If books are lost or damaged beyond use, parents will be charged for replacement books.

The quality of homework should reflect the quality of work in children's other school books.

EYFS and KS1: work should be completed in pencil.

In KS2 (years 3 – 6): work should be completed in pencil for maths and a pen (not biro) for writing tasks.

Pupils are expected to work in pencil until they reach the junior classes (Years 3-6) at which point they will be expected to work in pencil for maths tasks and fibre tipped pen or gel pen for all writing tasks.

Some homework may involve the use of the online learning platform.

## Homework Activities

The most common types of homework are:

- Reading with an adult to develop decoding and comprehension skills.
- Consolidating phonic skills linked to early reading from our letters and sounds programmes
- Developing spellings skills (years 1 – 6) related to patterns learnt in class or from national curriculum word lists and putting these into context through the writing of sentences
- Gathering information from home resources, the library, and the internet
- Presenting information for use in school
- Consolidating maths learning (e.g. number bonds, multiplication tables)
- Collecting artefacts for research and display and use in school
- Discussing activities with family to prepare for or consolidate learning
- In the Early Years resources may be provided for parents to enable children to be effectively supported with the acquisition of early literacy and numeracy skills
- Children's 'next steps' may be shared with parents so these can be supported at home

## Role of the Class Teacher

- To provide an explanation of homework tasks to parents (when necessary) and give guidance/model of how they might assist their child.
- To set regular homework in an easily followed routine
- To provide 'next steps' learning for Early Years children where appropriate
- To set homework that takes equal opportunities into account
- To ensure any homework is purposeful and links directly to the taught curriculum
- To praise children who regularly complete homework tasks
- To mark homework and give verbal or written feedback to pupils
- To meet and talk with parents when appropriate

## Role of Leadership Team

- To check compliance of the Policy
- To monitor the standard of homework
- To ensure that homework is set consistently across classes
- To meet and talk with parents when appropriate
- To discuss with staff how far the policy is being successfully implemented
- Inform new parents to the school so that they are aware of the home/school agreement and what it entails

## Role of the Parent/Carer

- To sign a home school agreement dealing with homework
- To support the school by ensuring that their child engages with homework tasks
- To provide a suitable place for their child to carry out their homework

- To encourage and praise their child when they have completed their homework
- To become actively involved and support their child with homework activities although it is particularly important, as they get older, for children to become increasingly independent in their learning
- To regularly comment in and sign the reading record to indicate they have read with their child and acknowledged the teacher's advice
- In the Early Years to contribute to online Learning Journeys and share 'wow moments'
- To make it clear that they value homework and they support the school by explaining how it can help learning

Parents/Carers who have queries about homework should not hesitate to make an appointment to see their child's class teacher.

It is not possible to give homework when parents take holidays in term time.

## Inclusion

The tasks set for children receiving additional or alternative support within the school are matched to need. Teachers ensure that children working in special programmes are not over-burdened with additional tasks. At times, some tasks may be broken down into shorter tasks and completed over a greater number of days. Close liaison is established and maintained with home so that the support given by parents/carers is appropriate.

## Equal Opportunities

Homework is set within the capabilities of the children. Tasks are accessible to children. Teachers do not assume that children have access to resources and facilities such as IT devices and the Internet.

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

This policy has been impact assessed by the headteacher in order to ensure that it does not have an adverse affect on race, gender or disability equality.

## Liason

In Early Years, parents are expected to make regular written comments to contribute to their child's online Learning Journey about learning at home and their child's 'next steps'.

Reading records are used from Reception for parents/carers and teachers to communicate effectively with one another.

Homework books are introduced in Year 1. Parents/carers are expected to support their children's homework and comment regularly in reading records. Parents are expected to assume responsibility for their children's completion of weekly homework tasks as well as to read or share books with their children each day.

Homework is handed out each Friday and must be handed in each Tuesday. Homework which is handed in late may not be marked before the next task is given.

## Links to other Documents

English Policy  
 Maths Policy  
 SEND Policy  
 Equality Scheme  
 Assessment for Learning Policy  
 Home/School Agreement  
 Aims & Values  
 Marking policy  
 Calculation Policy

### Appendix A

Year Groups	What kind of work to expect
Nursery	<ul style="list-style-type: none"> <li>To share books (story sacks may be sent home to support this)</li> <li>Talk about and discuss current topics</li> <li>Practical activities such as games, puzzles and creative projects</li> </ul> <p><b>Recommended time – informal, but about ten minutes a day</b></p>
Reception	<ul style="list-style-type: none"> <li>Practise Phonic Work</li> <li>Reading and sharing books</li> <li>Talk about and discuss current topics</li> <li>Numbers, shapes, times of day and other mathematical concepts</li> </ul> <p><b>Recommended time – about 15 minutes a day</b></p>
KS1 Years 1 and 2	<ul style="list-style-type: none"> <li>Reading at least 5 times a week</li> <li>Weekly phonics and spelling</li> <li>Weekly task linked to any curriculum area</li> </ul> <p><b>Recommended time – about 20 minutes a day</b></p>
Lower KS2 Years 3 & 4	<ul style="list-style-type: none"> <li>Reading at least 5 times a week, ideally from a range of resources beyond the reading scheme (at least 15 minutes)</li> <li>1 mental maths task (15 minutes)</li> <li>Spelling practice</li> <li>1 homework task (up to 30 minutes) linked to any curriculum area</li> </ul> <p><b>Recommended time – about 20 minutes a day</b></p>
Upper KS2 Years 5 and 6	<ul style="list-style-type: none"> <li>Reading at least 5 times a week from a range of texts</li> <li>1 mental maths/arithmetic task (15 minutes)</li> <li>Spelling practice</li> <li>1 homework task (up to 30 minutes) linked to any curriculum area</li> <li>Revision throughout Y6</li> </ul> <p><b>Recommended time – at least 20 minutes a day</b></p>

## Appendix B

Possible Questions	Teaching Sequence
Who was . . . ? What is . . . ? Where is . . . ? When is . . . ? Can you list three . . . ? How would you describe . . . ?	<b>Book Introduction</b> Prepare the children, providing support through reading the title, talking about the type of book and looking at the pictures. Aim to give them confidence without reading the book to them. If necessary locate difficult new words and unfamiliar concepts or names.
What do you mean by . . . ? Can you explain what is happening . . . ? Can you think of . . . ? What can you say about . . . ? Which is the best answer . . . ?	<b>Strategy Check</b> Review specific reading strategies that the children have been taught and remind them to use these when reading.
How would you use . . . ? What other examples can you find to . . . ? What would happen if . . . ? What other way could you plan to . . . ? What facts would you select to show . . . ?	<b>Independent Reading</b> Children read the book at their own pace. Monitor individuals and use appropriate prompts to encourage problem-solving. Praise correct use of reading strategies.
What evidence can you find . . . ? What are the features of . . . ? What information will you need . . . ? What might this mean . . . ? What conclusions can you draw? ?	<b>Returning To The Text</b> Briefly talk about what has been read to check children's understanding. Praise problem-solving and use of reading strategies.
Could you design something to . . . ? Can you think of a different ending . . . ? How could we solve . . . ? What do you think is likely to . . . ? How would you test . . . ? Suppose you could . . . what would you do?	<b>Response To The Text</b> Encourage children to respond to the text either through a short discussion where they express their opinions or through follow-up activities.
What do you think about . . . ? How effective was that . . . ? Can you say which is better and why . . . ? How would you prove / disprove . . . ? What is your opinion of . . . ? Why did they choose to . . . ?	<b>What Next?</b> Children may read the book again, alone or in pairs. They may read another book in the series with the same vocabulary. They may record their responses to the text in writing or pictures, or complete a diagram or map.