

## HOMEWORK POLICY



### **Introduction:**

We work hard to build a successful partnership between pupils, parents and staff because we believe that working together will ensure that all children receive a good education. We believe that when children see parents and teachers working together, they see learning as important. A way to help this is by the children bring home 'work' from an early age.

### **Aims of homework:**

- To involve parents and other adults in the family in children's work and progress.
- To encourage children to develop independent study, organisation and self-discipline needed later in school and adult life.
- To practice and develop skills taught in the classroom.
- To make homework: relevant, interesting and enjoyable.

### **Teachers will ensure:**

- At the start of each long term, a general information letter is sent to parents from the class teacher. This will include information about what type of homework will be set, how long it should take, days when it is set and deadlines for returning it as well as reassurance to speak with the class teacher if there are any issues with homework.
- Homework is set weekly unless in exceptional circumstances.
- Instructions for homework are clear, within the capabilities of all pupils and within the resources available to them.
- It is relevant to the current learning in school.

Completed homework is acknowledged once returned to school and constructive feedback is given to the children, either in the teacher's marking or in class/peer discussion.

### **Nature of homework tasks:**

Children will be set homework that relates primarily to English and Mathematics with the aim of consolidating basic skills in these areas. The homework tasks will link to current class work.

### **Reading:**

We believe that the minimum homework that all children should do across all age groups is regular reading. Being read to, sharing books and reading to an adult at home is the absolute foundation for homework as reading supports all areas of learning and develops the skill of 'reading to learn,' i.e. being able to read means a child can access learning in all curriculum areas.

Parents of children from Foundation Stage to Year 6 are asked to date and write a comment in their child's reading diary. This is in addition to reading records that the class teacher keeps in school, which is completed every time an adult hears a child read in school, this includes during guided reading sessions.

### **Spelling/Phonics homework:**

In Years 2-6 Spelling homework will alternate weekly with the overall aim of improving the children's spelling strategies so that they can apply them in their writing-

- Week 1: A spelling investigation that is linked to the child's phonics/spelling work in school
- Week 2: Practising for a spelling test that is based around High Frequency Words or spelling patterns appropriate to the child's ability and work covered in class. Children will be encouraged to use a range of engaging strategies and activities that will be included in their homework file or book and can also be found on the Queensway website

Phonics homework will be set as a weekly task for Reception and Year One children.

**Maths:**

Maths homework will also alternate weekly for children in Years 2-6:

In Years 2-5:

- Week 1: Multiplication and/or division work with the overall aim of improving children's knowledge, fluency and speed of recalling and using their multiplication and related division facts (timetables). This maybe timetables work using Timetables Rock Stars which children either access electronically at home or the teacher can print hard copies for the children. This work may lead to a timetables test as and when the teacher feels is appropriately.
- Week 2: Maths homework will be related to maths work the children have been covering in class.

In year 6:

- Week One will be focused on arithmetic.
- Week Two will be related to work that the children have been covering in class.

In Reception and Year 1: Maths homework will be linked to learning in class.

**Holiday homework**

Children at Queensway will not be set holiday homework, other than reading as we encourage families to enjoy quality time together and experience other life opportunities. Year 6 is the only exception who may be set revision homework during holidays prior to SATs.

**What happens once homework is returned to school?**

All homework that is returned to school will be acknowledged by a member of staff and kept in the child's homework book or file. Homework completed by children in Reception is submitted via Evidence Me and will be acknowledged using this platform. Teachers may choose to go through the homework as a whole class or group activity, without necessarily marking every individual piece. Therefore, some work in the folder will not have teacher's marking on. Some work will be peer marked or discussed. Parents will have the opportunity to look at the book or file at parents evening or if they pop into class at the end of the school day.

**What happens if homework is not completed?**

Children are expected to talk to their teacher before the deadline if they do not understand the task so that the teacher can explain in more detail and the child can still meet the deadline. Parents are asked to tell the teacher if their child had difficulty completing the homework or was unable to complete it for another reason.

Teachers will, wherever necessary, include a model answer or step by step instructions in order to support parents understand the task in recognition of strategies being taught in school now are different from ones used in the parent's own schooling days.

Children at Queensway will not be penalised for incompleteness of their homework. However, children who do complete their homework to a high standard will be recognised through the school reward systems.

**Monitoring homework**

Class teachers will keep a record of homework completion to share with parents and other professionals where appropriate. The Senior Leadership Team will discuss homework at Pupil Progress meetings, which may result in follow up supportive actions such as a discussion with the parent, inviting the child to homework club or changing in school provision.

**Children with Special Educational Needs (SEND), English as an Additional Language (EAL) and / or additional needs**

It may be necessary to set adapted or personalised homework for a child with SEND, EAL and / or additional needs. This will always have a clear purpose and will relate directly to the child's individual next steps in learning. Where possible, the Teacher will present the homework in a format in keeping with tasks and activities that have been prepared for other children in the class. The Teacher will also carefully consider the child's specific needs and difficulties as well as their recent achievements in class, so the homework is manageable for them to complete.

**Could there be additional homework at any time?**

All year groups may be set additional **topic related homework**, e.g. find out how many wives Henry VIII had or can you draw sources of light in your house. The amount of topic work will be age and ability appropriate. There will not be any cost implications for parents when completing homework tasks.

Unfinished work from during the school day will also be sent home if appropriate e.g. if a child has not completed work due to inactivity. Parents would be informed. It would not be sent home if the child found work too difficult.

Year 6 will be set revision homework through the class blog and will relate to work in revision guides which parents will be recommended to purchase at the beginning of Term 3.

**Review**

SLT will review the implementation of this policy

This policy will be reviewed every 3 years by the Head Teacher and the Quality of Education Committee. Any alterations that come from this review will be discussed and ratified by the full Governing Body.

Chair of Governors .....Date .....

Head Teacher ..... Date .....

Age Group	Activity and suggested time	Total time per week
Foundation Stage	<ul style="list-style-type: none"> <li>• Book sharing 5 minutes a day for 5 days per week. Books are changed at least once a week, but more if parents ask. Children are given 1 phonics book and 1 real book from the class library. When a child reads at home the adult is asked to sign, date and write a brief comment in the child's reading diary.</li> <li>• Maths work 10 minutes a week. Practical activities linked to 'number.'</li> <li>• Phonics. 10 minutes a week</li> </ul>	<b>45 minutes</b>
Year 1	<ul style="list-style-type: none"> <li>• Reading 5 minutes a day for 5 days per week. Books are changed at least once a week, but more if possible. Children are given 1 phonics book and 1 real book from the class library. When a child reads at home the adult is asked to sign, date and write a brief comment in the child's reading diary.</li> <li>• Maths work 15 minutes a week. Linked to maths work in class.</li> <li>• Phonics work. 15 minutes a week.</li> </ul>	<b>55 minutes</b>
Year 2	<ul style="list-style-type: none"> <li>• Reading 10 minutes per day for 5 days per week. Books are changed at least once a week, but more if possible. Children are given 1 phonics/reading scheme book and 1 real book from the class library. When a child reads at home the adult is asked to sign, date and write a brief comment in the child's reading diary.</li> <li>• Maths work 15 minutes a week. Each week, pupils are given appropriate maths homework, either based on the work in class which is designed to consolidate their learning or work related to timetables which they will be tested on.</li> <li>• Phonics or Spelling work. 15 minutes a week</li> </ul>	<b>1 hour, 20 minutes</b>
Key Stage 2- Years 3 & 4	<ul style="list-style-type: none"> <li>• Reading 15 minutes per day for 5 days per week and this is to be recorded in their reading journals. Adult are asked to write a comment and sign the book when they have read with their child.</li> <li>• Maths 20 minutes a week. Each week, pupils are given appropriate maths homework, either based on the work in class which is designed to consolidate their learning or work related to timetables which they will be tested on.</li> <li>• Spelling work 15 minutes a week</li> </ul>	<b>1 hour, 50 minutes</b>
Key Stage 2- Years 5	<ul style="list-style-type: none"> <li>• Reading 15 minutes per day for 5 days per week.</li> <li>• English 30 minutes a week. Each week, pupils are given appropriate English homework based on the work in class. This is designed to consolidate their learning.</li> <li>• Spelling: 15 minutes a week</li> <li>• Maths 30 minutes a week. Each week, pupils are given appropriate maths homework, either based on the work in class which is designed to consolidate their learning or work related to timetables which they will be tested on.</li> </ul>	<b>2hr, 30 minutes</b>
Key Stage 2- Year 6	<ul style="list-style-type: none"> <li>• Reading 15mins per day for 5 days per week.</li> <li>• English 30 minutes a week. This will alternate between a reading-based activity and an activity with a focus on grammar.</li> <li>• Spelling 15 mins a week</li> <li>• Maths 30 mins per week. Each week pupils will be given appropriate maths homework, either based on arithmetic or on work in class. This is designed to consolidate their learning.</li> </ul>	<b>2hr, 30 minutes</b>