

Colmers Farm Primary School's Homework Policy



Rights Respecting Schools' Article/s

A29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Colmers Farm Primary School
Homework Policy

Rationale:

We believe that homework supports, extends and consolidates the learning covered in the classroom, while supporting pupils to develop self-discipline, independence and the ability to take responsibility for their own learning. This should not be a chore, but pupils should see it as an extension of their school work.

We also acknowledge the importance of play and free time in a child's growth and development and have endeavored to ensure a balance between this and our homework requirements.

This policy aims to:

- ensure a consistency of approach throughout the school to homework;
- encourage pupils to develop the skill, confidence and motivation to study independently at home effectively;
- raise achievement;
- consolidate learning and extend school learning;
- ensure teachers, parents and carers have a clear understanding about expectations of themselves and pupils;
- provide opportunities for parents, pupils and school to work together in partnership and for parents and pupils to enjoy learning experiences.

Homework is most effective when:

- there is consistent practise across the school;
- there is a regular programme of homework so that everyone - teachers, pupils and parents or carers - knows what to expect each week;
- the amount and difficulty of homework is tailored according to the child's age and ability;
- sufficient time is allowed for the completion of homework to allow for a healthy home/school work balance;
- teacher's incorporate homework into their weekly planning and ensure that the tasks are differentiated, purposeful and aimed at developing and consolidating basic skills;
- high expectations for neat presentation are in place to ensure that pupils maintain a similar high standard of work at home as in school;
- pupils and parents or carers are very clear about what they need to do;
- parents and carers are treated as partners in their children's learning;
- there are high expectations of pupils in completing homework.

Homework Guidelines for each Phase:

The main focus of our homework is English (reading, spellings, handwriting and basic skills) and maths (number bonds/times tables).

Reading

We believe that regular reading is vital at home. There is an expectation that reading at home should happen daily (5 times a week minimum). It is important for parents to regularly read with their children and to discuss books, pictures and stories, even when they are in Year 6. **See appendix 1 and 2 for examples of questions which can be asked.** Pupil's reading diaries are to be signed by parents/carers daily, after hearing them read and returned to school each day.

In Years 3-6, an online program called Accelerated Reader is expected to be used at home by pupils, once they have read their books. This program tests pupil's comprehension of the books they have read.

Spellings

On online program called Spelling Shed is used in Years 1-6 to set, practise and test pupils' spellings.

Maths

In Years 2-6, most maths homework will be set regularly via Mathletics. This consists of weekly homework (completed online) that reinforces learning undertaken in lessons that week and tests understanding. Teachers will then use these test scores to guide future lessons.

Pupils are also encouraged to use live Mathletics regularly, once their homework tasks have been completed. These reinforce number bonds/number facts, multiplication facts and other mental arithmetic calculations.

Handwriting

Handwriting homework consists of a handwriting patterns and/or teacher modelled handwritten sentences or a paragraph (depending on the age of the pupil) for the pupil to copy. In reception, this may involve tracing handwriting patterns, individual letters or words.

Topic

Each term, pupils (Years 1-6) are given a knowledge organiser sheet for their new topic. For their homework, they are expected to read this and complete a number of the tasks on this sheet. They may also complete their own homework ideas based on this topic.

Senior leaders have produced a guide, outlining what parents of pupils in each key stage can expect to be set for homework as a minimum.

RECEPTION		
AREA	TASK TYPE	WEEKLY TIME GUIDE
Reading	Reading at home and reading diaries completed.	Daily reading - 5 times a week
Handwriting	Letter formation/handwriting practice sheet.	1 time weekly
Maths	Maths activity	1 time weekly

KEY STAGE 1 - YEARS 1 and 2		
AREA	TASK TYPE	WEEKLY TIME GUIDE
Reading	Reading at home and reading diaries completed.	Daily reading - 5 times a week
Spelling	Use of Spelling Shed (online learning)	1 time weekly
Maths	Maths activity (this may include the use of online Mathletics from Year 2 upwards)	1 time weekly
Grammar or handwriting	Grammar-based worksheet reinforcing learning in class or a handwriting practice sheet.	1 time weekly
Topic	Reading the knowledge organisers and completing at least 2 homework activities from them.	Across the term

LOWER KEY STAGE 2 - YEARS 3 and 4		
AREA	TASK TYPE	WEEKLY TIME GUIDE
Reading	<ul style="list-style-type: none"> Reading at home and reading diaries completed. Completion of accelerated reader task (online learning). 	Daily reading - 5 times a week
Spelling	Use of Spelling Shed (online learning)	1 time weekly
Maths	Use of Mathletics (online learning).	2 times a week
Grammar	Grammar-based worksheet reinforcing learning in class.	1 time weekly
Handwriting	Handwriting practice sheet.	1 time weekly
Topic	Reading the knowledge organisers and completing at least 3 homework activities from them.	Across the term

UPPER KEY STAGE 2 - YEARS 5 and 6		
AREA	TASK TYPE	WEEKLY TIME GUIDE
Reading	<ul style="list-style-type: none"> • Reading at home and reading diaries completed. • Completion of accelerated reader task (online learning). 	Daily reading- 5 times a week
Spelling	Use of Spelling Shed (online learning)	2 times a week
Maths	Use of Mathletics (online learning).	3 times a week
Grammar	Grammar-based worksheet reinforcing learning in class.	1 time weekly
Handwriting	Handwriting practice sheet.	1 time weekly
Topic	Reading the knowledge organisers and completing at least 3 homework activities from them.	Across the term

Behavioural Homework

Please note that sometimes pupils may be asked to complete classwork that they have failed to complete in school that day at home. This is due to that pupil's behavioural choices during the day causing missed learning time. We expect parents to support the school by ensuring that this work is completed that evening at home. Please see our behavioural policy.

Homework for school holidays

Teachers will send out a pack of homework for pupils to complete during the school holidays. This will consist of elements from their usual homework and other elements that the year group/teacher thinks will be beneficial. Homework will not however usually be set for the summer holidays (apart from that on the topic knowledge organisers).

Please note that it is not possible to provide homework for unauthorised school holidays during term time.

Homework for ill pupils

If pupils are absent due to illness we will not send homework home. We will assume the child was too ill to work.

If a pupil is absent for a length of time e.g. with a broken leg, the teacher and the parent will agree what should be done, how it should be marked and what sort of help needs to be given. **In such circumstances, the teacher should consult the Headteacher first.**

Where pupils have been advised to isolate, due to government or medical instructions homework will be provided. This will usually be online and will consist of worksheets posted online and the use of Google Classrooms (blended learning).

Marking of homework

The homework completed online, such as Mathletics, is marked online and teachers regularly check the scores produced and patterns in the content. Homework brought into school will usually not be formally marked by teachers. All homework will however be checked by teachers and common mistakes will be used to guide both future teaching in the classroom and homework tasks.

Homework is not being completed

For pupils who do not complete their homework, they may be asked to miss their break times to complete this. Parents and carers will also be spoken to and asked to encourage their children to complete this.

How you can help your child with their homework?

Below is a list of ways that you as a parent can show your child that you value their homework and the time and effort spent completing it. The school will also provide clear and regular reminders of their expectations when it comes to homework. As a school, we hope that you will find this guidance helpful in supporting your child fully with their homework.

You can show you value your child's homework by:

- ✓ providing a suitable peaceful place in which your child can do their homework, preferably with some adult time to discuss, encourage and support;
- ✓ making it clear to your child that you value homework and support the school in explaining how it can help learning;
- ✓ encouraging your child and praising them when they have completed work set;
- ✓ ensuring work is completed and returned to school on time;
- ✓ seeking early clarification on the contents of homework, if required;
- ✓ checking your child spends a suitable amount of time on homework.

Additionally, you can support your child's development and broaden their experiences by:

- ✓ visits to libraries, museums etc.;
- ✓ cooking with them;
- ✓ taking them swimming;
- ✓ playing games, e.g. board games, cards, ball games;
- ✓ watching informative TV programmes together;
- ✓ providing opportunities for craft activities, e.g. cutting, sticking, sewing, painting etc;
- ✓ gardening and growing plants;

- ✓ using the internet to research something with your child (following guidelines for safe internet use);
- ✓ Attending any school workshops that may be on offer designed to enable parents/carers to support their child's learning at home;
- ✓ talking to your child about schoolwork, their day, what they have been learning about and how they have been learning.

Many of these tasks can also be used as evidence to support your child in gaining a level within the Colmers Farm SAGE (Serving the community, Aiming for higher things, Getting active and Exploring the arts) award in KS2.

What should parents do if they do not understand a concept in their child's homework?

The challenge of the primary curriculum in recent years has been increased significantly. This and the change of concepts, strategies and methods currently taught may present problems for some of our parents who may never have been taught these. We also have a growing number of parents with children at our school who are EAL. There should be no embarrassment in parents requiring support to help their children with their homework. If parents do require guidance or clarification about a concept they should contact their child's class teacher as soon as they are able to. They will be happy to help.

Equal Opportunities

All pupils have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Colmers Farm Primary School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.

Linked policies

Behavioural Policy

Created by: D.Williams (September 2020)

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Questions to ask your child when reading - Key Stage 1

Before reading the book:

- Can you point to the title? or What is this? (pointing to the title)
- What do you think this story will be about? What might happen in the story?
- What do we call the writing on the back of the book? (Blurb) or What does the blurb tell us?

During the reading of the book:

- What is happening in the pictures?
- What has happened so far? Is it what you expected to happen?
- What might happen next? How do you think the story might end?
- What sort of character is....? Is he/she friendly/ mean/ nice...?

Questions to ask your child when reading - Key Stage 1

At the end of the book:

- Did you like this book? Why? (Encourage children to develop their opinion about books by encouraging them to explain their reasons)
- What was your favourite part? Why?
- What was the most interesting/ exciting part of the book? Can you find it?
- What sort of character was....?
- Why did that character do ... (give a situation/ event from the story)?
- What happened in the story?



*Questions to ask your child
when reading - Key Stage 2*

Before reading the book:

- What do you think this story will be about?
- What might happen in the story?
- What genre will this story be? E.g. fantasy, comedy, horror.
- What do we call the writing on the back of the book? (Blurb) or What does the blurb tell us?

During the reading of the book:

- What has happened so far? Is it what you expected to happen?
- What might happen next?
- How do you think the story might end?
- Who is your favourite character? Why?
- Who is the character you like least? Why?
- Find 2 sentences, which describe the setting.
- Is the plot fast or slow moving? Find some evidence in the text, which supports your view.

*Questions to ask your child
when reading - Key Stage 2*

At the end of the book:

- Which part of the story is your favourite / least favourite? Why?
- Would you change any part of the story? How?
- Would you change any of the characters? How?
- Which part of the story was the funniest, scariest, saddest, and happiest? Find some evidence in the text to support your opinion.
- Would you like to read another book by this author? Why?
- Does your opinion of this character change during the story? How? Why?
- If you met one of the characters from the story, what would you say to him / her?
- Find 2 things the author wrote about this character that made him / her likeable or unlikeable?

