Colville Primary School

HOMEWORK POLICY

November 2024

HOMEWORK POLICY

Introduction

It is now widely recognized, as a result of extensive research that in schools where children receive regular homework their rate of progress speeds up at all stages in their education. Homework refers to any work or activities, which pupils do outside lesson time.

Homework makes the greatest contribution to learning when it is carefully planned and structured to support progression and where:

* there is consistent practice across the school in setting, managing and marking homework
* there is a regular programme every week so that teachers, children and parents or carers know what to expect
* children are clear about what to do
* pupils receive prompt feedback

Purpose of Homework

* To develop an effective partnership between the school and parents and other carers
* To consolidate and reinforce skills and understanding, particularly in English and maths
* To make use of resources for learning that may be available in the home
* To encourage pupils as they get older to develop the confidence and self-discipline needed to begin to study on their own and prepare them for the requirements of secondary school

In drawing up this policy statement staff have been mindful of the fact that the purposes of homework change as children get older. In the foundation Key Stage and Key Stage 1, developing a partnership with parents or carers and involving them actively in children's learning is the key purpose and the activities children do at home may not traditionally be described as "homework." One of the most important aims at this stage, is for young children to have the opportunity to talk about what they are learning to an interested adult and to practise key skills in a supportive environment.

When setting homework, staff need to be mindful of the resources necessary to complete the task, so that they do not set work that some children cannot complete because they have not got access to the appropriate resources

As homework contains vital steps in the children's learning it is imperative that they complete all of their homework to the standard expected of them in class, thus children who do not complete homework satisfactorily will be supported in school to do so.

<u>Reading</u>

Individual reading can take many forms. Alongside books, a variety of other reading

materials are appropriate, including (but not limited to) comics, graphic novels and magazines. Listening to audiobooks or being read to are also acceptable, as is reading a picture book or similar to a younger family member. The child should be encouraged to find reading materials and scenarios which are enjoyable for them.

Those children who have been issued with Lexia accounts should be encouraged to access this programme as part of their individual reading until their weekly target has been reached.

For children who are bilingual or multilingual, books in languages other than English are acceptable for individual reading: reading in any language will help develop the child's vocabulary, fluency and comprehension skills.

Nursery

Children are asked to find an item at home beginning with the sound of the week and upload a photo of it to Tapestry.

Children pick a reading book to take home once a week with activities on a bookmark to help develop language and comprehension. Reading records are sent with the book to be filled in by the parent/carer with the help of their child.

A half termly newsletter contains details of the new topic and activities and language that parents could use to support their child.

Parents are encouraged to use Tapestry to upload photos of activities their child has done at home. Sometimes specific requests are made for photos that can be used for wall displays or Show and Tell activities.

After each holiday parents/carers are asked to send in photos of activities from the holiday for the child to share with friends.

Reception

For the first part of the school year, reception children will take home picture books without words and storybooks to be shared with an adult. This helps to develop children's love of books and storytelling vocabulary.

When children have become familiar with their set 1 speed sounds they will take home levelled reading books. Reading books are to be read daily. Children will then take home High Frequency Words to learn by sight to help their reading.

Sound sheets focusing on the sound taught that day will be sent home daily for children to practice.

Other activities or sheets may be sent home to support the work we do in class.

The use of Tapestry is used to support home-school links and parents are encouraged to record achievements to contribute to children's learning journal. Ideas of activities that parents may like to carry out with children are provided on each half-termly newsletter and linked to the topic.

Years One and Two

Children take home reading books daily, it is encouraged that they read a book more than once to develop comprehension and fluency therefore they are changed on a Monday, Wednesday and a Friday. They will either take a phonic book and/or an appropriately levelled one. Children are expected to read for 5-10 minutes per night. It is expected that their reading diaries are signed every occasion to acknowledge the reading.

Children take home spelling words each week consisting of common exception words, phonic patterns and words taken from the national curriculum guidance. Year 1 will begin spelling homework in the second half of the autumn term.

Children will receive topic homework each term, they will be able to choose specific areas of interest to them.

Children will complete weekly activities set on Mathletics linked to the weeks learning in class or to consolidate previous learning.

In Year 2, the children are expected to learn the 2, 5 and 10 times tables and related division facts. The children will be tested on these each week.

Years Three and-Four

Children are expected to read their reading books each night with an adult for 10-15 minutes. They will be given time each day to change their books if they need to.

Children will receive topic homework each term and will be able to choose specific areas of interest to them.

Children will complete weekly activities set on Mathletics linked to the week's learning in class or to consolidate previous learning.

They have a spelling test each week on a Wednesday and spellings are sent out each week.

Children are regularly tested on their times tables and should practice 3, 4 and 8 in Year 3 and 6, 7, 9, 11 and 12 in Year 4.

Homework diaries are checked daily; they need to be filled in daily with a record reading completed.

Years Five and Six

Homework diaries are checked every day; they need to be filled in daily with a record reading completed.

Individual reading should take place for at least 30 minutes per night. Children may sometimes also have books from guided reading to read at home.

Spellings are set every week to be learnt for a specified day.

Times table homework may also be issued for those children whom the class teacher feel require the additional practise.

Maths homework will be set each week using Mathletics. Once the designated tasks have been completed, children should be encouraged to use the wider resources available through the programme.

Occasional "Talk Homework" may also be set to encourage children to initiate discussions at home and seek out a wider range of opinions on topics related to their learning.

Optional project homework linked to the wider curriculum (such as science, topic and RE) will be offered for those wishing to develop independent learning skills or seeking creative opportunities.

Speech and Language Centre

Children in the SLC have a variety of specific speech and language difficulties and range in age from Year 1 to Year 6, so homework will vary according to individual ability and need.

In Key Stage 1, Maths and English homework will be set by the year group class teacher and in Key Stage 2, Children take a reading book home every day. Individual reading should take place for 10-15 minutes per night and this can be supported by parents ‘sharing’ reading. Books are changed as often as required. Some children may also take home word cards.

Differentiated spellings are set weekly and may include; phonic letter strings, high frequency words or vocabulary development words. Children are asked to practise their spellings and then have a go at using them in a written sentence.

Differentiated Maths activities are set weekly via Mathletics. Activities correlate with the learning that has taken place within school. Times tables facts and number bond learning is an ongoing part of Maths homework for all children.

Children may also choose to do homework relating to topic or science work in their mainstream integration class. All children receiving support from the SLC have a home/school communication book and key vocabulary from Year group Topic and Maths is shared with parents using Communicate In Print symbols in the book.

Support is offered to children in school to enable them to complete their homework if they are unable to complete it at home.

Special Educational Needs

S.E.N. pupils may take home differentiated work according to their individual needs and depending on the targets on their A.S.P. This might cover Maths, reading, spellings or topic work as relevant to the work they are completing in class. It may be an opportunity to practice new skills or provide time for over-learning of concepts taught in class.

Implementation is the responsibility of all teaching staff.

Communication with Parents

Parents will receive regular reminders outlining the organization of homework for their children. Opportunities will be taken at parent's evening to discuss how parents can best support the school's homework policy and how it relates to their child.

Monitoring will be carried out termly by the Head Teacher and the Key Stage co-coordinators, and the effectiveness of the policy will be reviewed at the end of each academic year.