

**St. Paul's Church of England Primary School**

# **Homework Policy**

Agreed: October 2015

To be reviewed: October 2016

### **Rationale**

A good, well-managed homework programme helps children to develop the skills and attitudes they will need, for successful lifelong learning. Homework also supports the development of independent learning skills, and provides parents with an opportunity to take part in their children's education.

### **Aims of the Policy**

This policy has been developed in consultation with the pupils, staff, parents and governors, and will be reviewed on a regular basis.

- Staff and pupils regard homework as an integral part of the curriculum - it is planned for and prepared alongside all other programmes of learning
- Effective homework practices will be established in the Infant Unit and then develop progressively across the Transition and Upper Unit - effective homework practices will also be used to support transition links to secondary schools
- Homework will be set and managed effectively and will contribute to the challenge of raising attainment and achievement
- Homework tasks will be differentiated and appropriate to the needs of individuals taking into account children identified with SEND or Able, Gifted and Talented
- The support of parents and carers is seen as essential. They can assist in many ways, for example, helping their children at home, monitoring homework, and providing encouragement.
- Effective homework strategies can support a range of settings in which pupils learn, for example, through parental support and guidance, joint family learning tasks, to independent learning
- Homework will be marked according to the school 'Marking and Response Policy'
- The quality of completed homework will be monitored and reviewed at regular periods in consultation with pupils and parents through Parents' Evenings and Parent Forums
- Homework that is completed will be acknowledged and praised both within the class and through Celebration Assemblies

### **Homework Guidelines**

#### **EYFS (Starfishes)**

During the first half term children will be given a weekly phonics activity and a picture book. During the second half term and thereafter, children will be provided with 2 reading books every week as well as a phonics activity linked to the sounds they have learnt. Children will also receive Mathletics homework after the autumn half term. Parents will be informed of these tasks through the weekly class newsletter.

#### **Infant Unit (Turtles, Seahorses)**

Within the Infant Unit homework will be given out weekly on Wednesdays and must be returned no later than the following Monday. As part of our English Speaking Board curriculum, your child may also be asked to prepare a short presentation, prose or poem. Details for this will be given out by the class teacher.

#### **Turtles**

Children will receive 10 spellings each week which will be linked to their learning in English and phonics. After the first half term and thereafter, children will be expected to write 5 sentences using these spellings. They will also receive Maths homework which will consist of either a paper based activity, a task set on the Mathletics website or a Maths talk activity. Children in the infant unit will receive 2 reading books each week.

## Seahorses

Children will receive 10 spellings each week which will be linked to their learning in English and phonics. They will be expected to write 10 sentences using one of the spellings in each sentence. They will also receive Maths homework which will consist of either a paper based activity, a task set on the Mathletics website or a Maths talk activity. Children will receive 2 reading books each week. A short comprehension task may also be sent home during the spring term.

## Transition Unit (Children in PODs taught by Mrs Ormerod and Miss Yates)

Children will receive homework from their pod teachers on a Wednesday. Homework will be given every two weeks and must be handed in no later than the second Monday from when it was sent out.

This will take the format of 10 spellings and a grammar or written task linked to their learning in English. Maths homework will be a paper based activity and Mathletics. Children are also expected to read every night (see further in the policy for reading book information)

## Upper Unit (Children in PODs taught by Mrs Cooper, Miss Cowgill, Mrs Lee, Mrs Nolan and Mrs Nasim)

Children will receive homework from their pod teachers on a Wednesday. Homework will be given every two weeks and must be handed in no later than the second Monday from when it was sent out. This will take the format of 10 spellings, a grammar task and a written or comprehension activity. Maths homework will be a paper based activity and Mathletics task. Children are also expected to read every night (see further in the policy for reading book information)

Children in Year 6 will also receive extra homework during the spring term in preparation for SATs.

## Whole School ESB Homework

As part of our English Speaking Board curriculum, your child may also be asked to prepare a short presentation, prose or poem. Details for this will be given out by the class teacher.

## Reading Books

Children's reading books will be changed and monitored by your child's class teacher. Your child should bring their book to school every day, even if your child has not completed the book.

## EYFS (Starfishes)

During the first term at school, children will be provided with a picture book which they should look at and talk about with an adult at home. After this, they will then be given 2 books every Friday. Please ensure these are handed in by Thursday ready to be changed. Reading records will be closely monitored by class teachers and should be signed regularly with a brief comment.

### **Infant Unit** (Y1 and Year 2 Seahorses)

Reading books will be changed on Wednesdays and children will be provided with 2 books every week. Children should be encouraged to talk about the books they read and answer questions about the text to help develop comprehension skills. It is essential that your child shows a good understanding of the text before books are handed in to change. Please sign their reading records every time they read, including books which they have read for pleasure and add a brief comment.

**It is anticipated that children in the Infant Unit read for 10 minutes every night. This includes books or texts from home/ the library.**

### **Transition Unit** (Unicorns and Griffins)

Reading books will be changed on a Tuesday and a Friday for children within the Transition Unit. Children will be provided with 1 book per week. It is expected that once children become confident readers that they will read to themselves. However it is useful for parents to listen to their child read one or two pages aloud and ask them questions about the text to help develop comprehension skills. It is essential that children show a good understanding of the text before their books are handed in to change. Please sign their reading records every time they read, including books which they have read for pleasure and add a brief comment.

In some cases, children in the Transition Unit may become ‘free readers’ where they can read their own books from home or our class library. This is at the discretion of your child’s class/ pod teacher.

**It is anticipated that children in the Transition Unit read for at least 10 minutes every night. This includes books or texts from home/ the library.**

### **Upper Unit** (Dragons, Phoenix and Sea Serpents)

Once children are confident and competent readers they will become ‘free readers’ where they can read their own books from home or our class library. This is at the discretion of your child’s class/ pod teacher. Children in the Upper Unit who are still following the school’s reading scheme must hand their books to their class teacher once they are ready to be changed. Children’s reading records will be closely monitored by your child’s class teacher and should be signed regularly by an adult at home with a brief comment. It is important that you encourage your child to talk about the texts they read and answer questions about the text to develop their comprehension skills.

**It is anticipated that children in the Upper Unit read for at least 20 minutes every night. This includes books or texts from home/ the library.**

### **Parental support**

It is essential that parents and carers are an integral part of the homework programme for their children. This can be achieved in a variety of ways:

- Home/ School Liaison can be established with parents, through communication that is facilitated through children's homework where pupils become the messengers between home and school.
- Parents and children talk, work and spend time together as homework activities are discussed and completed.
- Parents gain a clearer insight into the National Curriculum about the school curriculum and develop the confidence to discuss curricular issues with teachers at Parents' Evenings
- Parents develop a clearer appreciation of their children's strengths and weaknesses and can become more involved in the on-going assessment of children's progress.
- The research and discussion work generated by homework activities can help to create a family learning ethos within the pupils' homes through the promotion of family learning activities.
- When parents reinforce the work of the school at home, there is a potential for raising standards of achievement even further

### **Monitoring**

Homework will be monitored on a regular basis. The quality of the work is also evaluated through termly core sampling procedures. Uncompleted or unsatisfactory homework is recorded by individual Pod teachers and children may need to complete or re-do it in their own lunchtime. Where there are any concerns regarding a child's homework the class teacher will be responsible for contacting parents.

### **Celebration**

Considerable emphasis is placed upon acknowledging and praising good work. Parents are encouraged to praise their children as much as possible.