Beenham Primary School



Valuing ourselves. Valuing everybody.

# *Policy Document*

|  |  |
| --- | --- |
| **POLICY TITLE** | ***Homework*** |
| **RESPONSIBLE**  **COMMITTEE** | Statutory - FGB |
| **RATIONALE** | This policy outlines our rationale for the setting of homework. It reflects the management and organisation of this area of work in the school. This document has been drawn up following staff discussion, and has been approved by the governing body. The implementation of this policy is the responsibility of all staff and will be monitored by the Head. We hope that parents will see this as beneficial to their child’s education and will support them and the school in carrying out the set activities.    Expectations about homework vary according to the age and ability of the child. Children will be provided with additional opportunities to reflect upon and practise skills acquired in school as well as opportunities to extend learning.    Beenham School follows guidelines that were issued in the past by the DfE, although no longer statutory. We believe that they give a good guide to the amount of homework that children in each year group should be given. The guidelines are as follows:  Years 1 and 2: 1.5 hours a week  Years 3 and 4: 2 hours a week  Years 4, 5 and 6: 30 minutes a day    Homework is not statutory in the Foundation Stage, however the school does provide homework opportunities for these children. The school suggests that parents should undertake this homework with their children at their discretion. |
| **AIM** | * To foster and strengthen links between home and school * To give children the opportunity to develop independence and study skills, in particular to prepare them for education for life. * To give children the opportunity to practise skills and concepts taught in school * Extending school learning, for example through additional research activities related to the curriculum |
| **EQUAL**  **OPPORTUNITIES** | Children are encouraged to use ICT that is available to them at home when appropriate. We will give opportunities for children to use the computer suite in school if they so request. |
| **FURTHER DETAILS**  **CONTAINED IN**  **DOCUMENTS** | Marking and feedback policy |

**REVIEWED:** SEPTEMBER 2020

**NEXT REVIEW DUE:** SUMMER 2021

## 1. Organisation

Expectations for homework are different depending on the age of the children. We have agreed the following schedule for children in each year group. There are no set days for homework although teachers may want to introduce this in their own classes.

**Tala class**

***Foundation Stage and Year 1***

Children should share a book with an adult for about ten minutes each day. Sometimes this may involve an adult reading to a child, at other times children will read to adults depending on where they are with their reading. Children in year 1 may complete an optional book task each week.

In the early part of the year, the focus is on learning to read and write for children in the Foundation Stage. With this in mind, sounds, sight vocabulary and other high frequency words will be given as additional homework in the Foundation Stage. As the year progresses, the children will also be given simple maths problems to solve at home.

Children in year 1 will receive spellings every Monday and should practise these every day. The spelling quiz will take place the following Monday.

After Christmas, the children will also receive number bonds to practise each week.

***Year 2***

Children in year 2 will have the same homework expectations as children in year 1 but is expected that they will complete a book task each week..

They will also be given an additional topic task for homework each week. This task will be set on a Monday and should be returned the following Monday. These tasks will relate to our current topic and may include literacy, maths, science or other curriculum areas. Year 2 children should spend approximately 20 minutes completing this additional task. Homework tasks will be published in the reading diary on a half termly basis.

After Christmas, Year 2 children may also be given short SATs preparation tasks which will either be maths or SPAG based and should take a maximum of 10 minutes to complete

**Torak class**

***Year 3 and year 4***

***Reading***

Children should read for about ten minutes each day. This could mean reading independently or reading to an adult. Children should also read to an adult at least once a week.

Reading should be recorded by the parent or child in his/her reading diary at least 4 times per week with a title, date and comment.

Children should complete a 'book task' to show their understanding of what they have read at least once every two weeks.

Parents should also complete the child’s reading diary once a week along with comments based on the child’s reading and comprehension ability. Reading diaries are monitored on a regular basis.

***Spellings***

Spellings will be set on a Friday for a spelling quiz on the following Friday. Spellings will vary from group to group depending on the spelling rules being worked on each week. Spellings should be practised at home on a daily basis. This approach is more effective than leaving it to the night before.

***Times tables***

Children will be given a login for Timestable Rockstars. School will pre-set the child’s account with accessible tables based on the level in which they are working at. Children should try to practise these as often as they can at home, but at least three times a week.

***Additional Tasks***

Children will also be given an additional topic task for homework each week. This task will be set on a Monday and should be returned the following Monday. These tasks will relate to our current topic and may include literacy, maths, science or other curriculum areas.

Children should spend approximately 30 minutes completing this additional task. These additional tasks are suggested ideas and may be interpreted loosely in the case of pupils with additional needs. Children are free to come up with their own ideas based on the suggested tasks.

**Tundra class**

***Years 5 and 6***

The Reading Diary is an essential piece of the children’s equipment and should be in school every day.

***Times Tables***

Children will be given a login for Timestable Rockstars. School will pre-set the child’s account with accessible tables based on the level in which they are working at. Children should try to practise these as often as they can at home, but at least three times a week.

***Spellings***

Children will be given weekly spellings to learn for a quiz the following week.

***Topic***

Children will also be given an additional topic task for homework each week. This task will be set on a Monday and should be returned the following Monday. These tasks will relate to our current topic and may include literacy, maths, science or other curriculum areas. The tasks will also be discussed in class every Monday. The tasks are all open-ended and children can decide how to approach each task.

The schedule for homework tasks is published in each child’s reading diary

Children should spend approximately 45 minutes completing this additional task. These additional tasks may be interpreted loosely in the case of pupils with additional needs.

***SATS Preparation***

Workbooks and homework will be additionally provided for Year 6 in order to help prepare them for SATs.

***Reading at home and reading journals***

Children should be reading every day and logging the details in their reading journals. There is space for five separate entries, showing reading on five different occasions. Children should read with their parents at least once a week – even those who are free readers – and notes made in the journal. The reading journals are marked each week. Once every 2 weeks children should produce a reading task that is based on their reading.

### 2. Special Educational Needs

Setting the right type and amount of homework for pupils with special educational needs is recognised as being very important. Some pupils will benefit from specific tasks that link to Support and Achievement Plans (SAPs). However, every effort will be made to allow children with special educational needs to do as much in common with their peers as possible.

Homework tasks for children with special educational needs will:

* Have a very clear focus and time guideline;
* Give pupils plenty of opportunity to succeed;
* Help develop social as well as other skills where necessary;
* Be varied (not purely written assignments);
* Be manageable for teaching staff and therefore may focus on a group need rather than individual needs

### 3. Parents and Homework

A positive home/school partnership is essential for children to benefit from homework tasks.

In the early stages of their education children may need much more one to one attention to complete homework tasks, gradually developing an independent approach as they move through the school.

Homework that is given to children can be completed with a minimum of equipment and parents are not expected to provide an extensive range of resources. Children are encouraged to make the best possible use of that which is available to them.

### 4. How homework will be planned and co-ordinated so that demands on pupils and teachers are balanced and manageable

* The Head and class teacher are responsible for ensuring that the demands of homework are manageable for pupils and parents on a day to day basis.
* We aim to ensure that a balance is achieved between homework tasks and the need for children to rest and relax after a day at school.

### 5. Marking

Where homework is formally recorded, teachers mark homework where appropriate according to the policy for marking. Other homework is used as the basis for discussion or to inform tasks being carried out in class.

### 6. Monitoring and evaluating

The efficiency and effectiveness of this Beenham homework policy will be monitored and evaluated by class teachers.

Homework books/folders will be monitored as part of the whole school monitoring policy.

Beenham Primary School homework policy will be reviewed on an annual basis, any amendments presented to the Governing Body.