

# **HOLYMEAD PRIMARY SCHOOL**

## **HOMEWORK POLICY 2020**

### **Rationale**

- To develop further our links with parents/carers and involve them in their children's learning
- To help parents/carers to understand more clearly what their children are learning in school so they are familiar with the progress they are making
- To give children the opportunity to practise and consolidate their learning
- To increase pupils' self esteem and understanding that their achievements are valued by both home and school
- To extend school learning in a variety of ways

### **Practice**

In order that homework makes a real contribution to learning the school will:

- ensure that children and parents/carers are clear about what they need to do
- value parent/carers as partners in their children's learning
- plan tasks appropriately and structure them to support progression in learning
- ensure there is a regular programme so that everyone knows what to expect
- aim to support the parent/carers with their child's homework

The school recognises that the purposes and extent of homework changes as children get older. We provide homework club to support children and families finding it difficult to complete homework.

### **Guidelines for EYFS and KS1**

#### **Reception**

Children are expected to:

- Read to their parents/carers and listen to books that are read to them
- Share a library book
- Complete letter formation and phonic/number homework book
- Bring in objects from home related to work in class
- Practise reading and writing tricky words
- Share home learning on Tapestry eg Geography topic

#### **Year 1**

Children are expected to:

- Practise reading and spelling key words which will be tested termly
- Read their reading book. We recommend at least 3 occasions per week for approximately 10 minutes on each occasion
- Share a library book
- Complete an English, maths (including Numbots app), phonics, handwriting, topic or blogging task
- Learn spellings which will be tested weekly

#### **Year 2**

Children are expected to:

- Practise spelling key words where appropriate

- Read their reading book. We recommend on at least 3 occasions per week for 15 - 20 minutes on each occasion. Please check your child's comprehension by asking questions about what has happened and record this in their reading record book
- Share a library book each week
- Learn spellings each week which will be tested
- Learn times tables e.g. x2, x5 and x10 on TT Rockstars
- Complete a piece of English and maths homework, or a piece of topic homework each week
- Complete topic projects set at approximately 3 times a year

## **Guidelines for Key Stage 2**

### **Lower KS2**

#### **Year 3**

Children are expected to:

- Complete a piece of English and maths homework, or a piece of topic homework each week
- Read a minimum of 3 times a week. Even if your child seems competent at reading, it is still an important opportunity for you to share this reading time together and to continue to encourage your child to love reading. Ask them questions about their book to check they understand what they have read. Please keep a record each time you hear your child read.
- Learn times tables on TT Rockstars. Times tables should be learnt in order then children should practise being able to recall them in any order. Y3 build on Y2 tables and introduce x3, x4 and x8.
- Practise spellings which are tested weekly.

#### **Year 4**

Children are expected to:

- Complete one piece of English and maths on a weekly basis.
- Read a minimum of 3 times a week. Even if your child seems competent at reading, it is still an important opportunity for you to share this reading time together and to continue to encourage your child to love reading. Ask them questions about their book to check they understand what they have read. Please encourage your child to record in their reading record book every time they read.
- Practise all of their times tables up to 12x12 either through TT Rockstars (games in garage/studio/sound-check) OR show written practise in their homework books. Related division facts should be practised simultaneously. It is expected by the end of year 4 that children will know ALL the times tables and related division facts up to 12x12.
- Practise spellings which are tested weekly.

### **Upper Key Stage 2**

#### **Year 5**

Children are expected to:

- Complete a piece of English and maths each week.
- Read a minimum of 3 times a week which needs to be recorded by the child or adult, if the child has read to them. Children are encouraged to read a range of materials e.g. home readers, library books, magazines and newspapers, including a range of different genres.
- Practise all of their times tables up to 12x12 either through TT Rockstars OR show written practise in their homework books. Related division facts should be practised simultaneously. There is a national expectation that all children will know all the times tables up to the 12x table by the time they finish Y4. However, we know this is more achievable for some than others and children will continue to learn tables in Y5 and practise for quick recall.
- Practise spellings which are tested weekly.
- Practise spellings from Yr5 spelling list which are tested termly.

## **Year 6**

Children are expected to:

- Have an increase in the amount and variety of homework in preparation for SATs and transfer to secondary education. The general routine of spellings, times tables and reading is the same as in previous years and will include a weekly piece of English and maths as well as other tasks.
- Complete all work set either at home or at lunch time if not done at home.
- Use supportive materials that are provided e.g. punctuation and sentence structure suggestions and the Maths (CGP) Question book.

## **General Guidelines**

- During the term children may be set a research based homework task. This will be linked to their project for that term and will encourage the children to consolidate and/or extend their learning. For example, they may be encouraged to design a board game to demonstrate their understanding of space or to produce an exhibit for a museum about the ancient Greeks. The task will be carried out independently by the child but will be 'scaffolded' by the teacher.
- Generally homework is recorded by the children and kept in individual books/files.
- Homework will be checked by the class teacher but it may not be appropriate for it to be marked by the teacher if peer or self assessment is used or it is a discussion based task.

## **The role of parents/carers**

There are many ways for parents and carers to help. You can read to your child and listen to your child read. You can also read what your child has written and check for presentation and accuracy. Do encourage your child to think for him/herself, but where there is a problem, give some guidance. Homework should help children to be more independent and give them opportunity to show initiative.

If homework results in unhappiness or arguments or you feel it is taking your child too long to complete, please discuss this with the class teacher.

We encourage parents and carers to:

- Provide a reasonably peaceful, suitable place in which pupils can do their homework - either alone or in the case of younger children, together with an adult.
- Make it clear to their children that they value homework, and explain how it can help their learning.
- Make use of the local library. Look out for special events and services for children. Visit museums and places of interest.
- Help with basic queries and errors, e.g. a few spellings or punctuation points or a request to help look something up in a dictionary, reference book or online.

**Policy date: January 2020**

**To be reviewed: January 2022**



**Rights Respecting Schools Article 28:**

All children and young people have a right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this. Discipline in schools should respect children's human dignity. Young people should be encouraged to reach the highest level of education they are capable of.