

# Halton Lodge Primary School



## Homework Policy

**Last reviewed: September 2017**

**Date of next review: Summer Term 2019**

### MISSION STATEMENT

**The aim of our school is to create a happy, secure and stimulating learning environment in which all members of the school community can grow in self-esteem and develop their potential; learning together to achieve high standards.**

***N.B. Any reference in this policy to 'parents' also includes guardians/carers.***

## Homework Policy

### **Rationale**

*At Halton Lodge Primary School we believe that homework provides opportunities for children to consolidate, reinforce and (if appropriate) extend on what they have been learning in school; and also for parents and children to work together. Homework also allows parents to gain an understanding of what children are learning in school and assists children to progress towards becoming more independent learners.*

### **Aims**

- To ensure a consistent approach to homework throughout the school.
- To ensure that teachers, parents and children have a clear understanding regarding expectations for homework.
- To ensure that teachers, parents and children are fully aware of the role they play with regard to homework.

### **Roles and Responsibilities of the School**

- To provide parents with a clear policy regarding homework.
- To ensure this policy is fully and consistently followed.
- To provide support for parents with information about homework.
- To provide support for children with the running of a homework club.

### **Roles and Responsibilities of the Teacher**

- To plan and set a programme of homework that is appropriate to the needs of the child.
- To ensure all children understand the homework they have been given.
- To mark and give feedback about homework.
- To be available to talk to parents and children about homework.
- To inform parents if there is a problem regarding homework.
- To ensure the children have everything they need to complete homework each week.

### **Roles and Responsibilities of the Parent**

- To support the child in completing homework.
- To ensure the child completes homework to a high standard and hands it in on time.
- To provide the appropriate conditions for the child to complete the homework.
- To provide the appropriate resources for the child to complete the homework.

### **Roles and Responsibilities of the Child**

- To make sure they understand the tasks that have been set.
- To put in the same level of effort as would be expected of class work.
- To hand the homework in on time.
- To take on board any feedback about homework.

## Homework in Early Years Foundation Stage

Learning together is the emphasis for children in the Early Years Foundation Stage. The activities are designed to reinforce basic literacy and numeracy skills with a strong emphasis on phonics and reading together. It is an ideal time to lay the foundations for continuing work at home.

### What type of work will my child get?

#### Reading

Parents will be informed of the themes, phonemes and high frequency words that the children are learning in school each half term.

Starting in the Autumn term and continuing all year, the main emphasis is on reading at home.

This should be done in two ways.

#### **1) Adults reading to children.**

Parents are encouraged to read and share Picture Books from our school library (and the local library) with their child regularly at home. These books will help your child to get used to print, understand that the story is told in pictures and words, and develop a love of stories. Parents should also encourage children to point to familiar words in the story, as their child begins to read. Discussion about the books – including what is happening in the pictures, predicting what might happen next and talking about how the characters may be feeling - is also important.

#### **2) Children reading to an adult.**

When they are ready to, children will start bringing simple books home to read to an adult. Again, encouraging the child to point to the words as they are being read is important. Encouraging them to “Get their mouth ready” – if they encounter a tricky word – and asking them to “Sound it out” are useful strategies if your child gets stuck when faced with a word that you think they could read themselves. Discussing the story and the characters and asking questions about the book will help with the child’s understanding of what they have read.

#### Letter Formation

At the beginning of the child’s first term in Reception, the Reception teacher will provide parents with a Sounds Book to support children with letter formation. This shows where to start and finish when forming each letter and what each letter should look like. Giving children the opportunity to practice forming letters (ensuring each letter is appropriately sized and correctly positioned on the line), and also developing drawing skills with a variety of different tools gives them valuable practice. The important thing is to watch them and correct any mistakes sensitively so they don’t fall into bad habits.

#### Tricky Words

Children learn to read tricky words as part of ‘Letters and Sounds’ (the scheme of work that we following in our teaching of Phonics). After the children have learned the tricky words in each phase parents will be sent a list of the words the children have learned. Regularly practicing reading these words in a lots of fun and exciting ways, and looking out for these words in reading books and when playing games, will really benefit the child. For some children, it will be useful to practice writing the words as well as reading them. Your child’s class teacher may send games home to give parents some ideas.

#### How much time should be spent on homework?

M	Tu	W	Th	F	Sa	Su
Child to read to an adult (or an adult to share a book with the child) for at least 10 minutes every day; or at least 5 times each week as an absolute minimum. THIS <u>MUST</u> BE RECORDED IN THE CHILD’S READING DIARY BY THE CHILD’S PARENT.						
		Homework to be handed in		10-15 minute homework task set		

## Homework in Key Stage 1

For children in Key Stage 1 we encourage parents to work together with their child to support them with their homework. The emphasis remains on English and Reading, but we include ways in which your child can be supported with important Mathematics skills too.

### What type of work will my child get?

#### Reading

Reading on a regular basis is vital when children are in Year 1 and 2. Children will bring their reading books home every evening and the role of the adult is to listen and support them. It is important to remind them to use different strategies to read new words, sounding out the word, looking at the pictures and looking for words within words are ways in which the child can read an unknown word. Just as important is discussing the book - to check that the child has understood what they have read. Children will have a Reading Diary which parents/carers should sign or comment in each time they read with the child.

#### High Frequency Words

Children will have daily phonics lessons throughout Key Stage 1, which will also include ways that children can build up a secure sight vocabulary. It is vital that children build up a bank of words which they can read and spell on sight. Children will bring home some words each week for them to read, write and learn. Parents can help children to learn these by practicing them regularly and often. Children will often receive the same words again in order to practice them further.

#### Mathematics

Although Mathematics Homework will not be set every week, there are important skills that children should have in place by the time they leave Key Stage 1. Parents can support their child by giving them lots of opportunities to practice these skills throughout their time in Key Stage 1.

- Children should be confident in their 2, 5 and 10 times tables. They should be able to say them in order and mixed up.
- Children should be able to double each number up to 20.
- Children should be able to halve each even number up to 20.
- Children should know their number bonds of all numbers up to 20. This means they should know how to make each number, for example 6 can be made by 0+6, 1+5, 2+4, 3+3, 4+2, 5+1 and 6+0.
- Children should be able to tell the time when it is o'clock, half past, quarter to and quarter past on digital and analogue clocks.
- Children should be confident when using money. They should know the names of the coins and they should have experience of adding, taking away and finding change.

### How much time should be spent on homework?

M	Tu	W	Th	F	Sa	Su
Child to read to an adult for 10 minutes every day; or at least 5 times each week as an absolute minimum. THIS <u>MUST</u> BE RECORDED IN THE CHILD'S READING DIARY BY THE CHILD'S PARENT.						
		Homework to be handed in		15-25 minute English or Mathematics task set		

## Homework in Key Stage 2

- As children get older, homework provides an opportunity for them to develop the skill of independent learning. It is important that parents support their children but good habits of independent study should also be encouraged.
- The main focus for homework in Key Stage 2 continues to be Literacy and Mathematics. However, children will be given more varied tasks (in other areas of the curriculum) as they get older.

### What type of work will my child get?

**Reading:** Children may read to an adult, with an adult or read to themselves in the presence of an adult. The story and characters should be talked about and new words discussed. Older children need a clear understanding of the story that sometimes will go beyond the literal meaning of the text. Children will read texts that are more detailed and will take longer to read. They should be encouraged to read all types of texts including non-fiction. Children in Key Stage 2 are responsible for filling in their Reading Diary every day and making sure it is in school. Parents must sign (or initial) their child's reading Diary every day (to ensure that what they have recorded is accurate – and a true reflection of the reading they have done at home).

**Literacy:** This will be based around what the children will be learning in class. The work could be based on spelling or punctuation., or they may be asked to read something and answer questions about it. Sometimes the task will be a piece of writing.

**Mathematics:** This will also be based around what the children will be learning in class. The work could be linked to lessons on shape, measures or handling data. Lots of the activities will be based around number work (linked to the previous week's Morning Maths challenges). Children will be asked to make sure they know their tables from 2 to 12. They should be able to recite them, answer mixed questions and also know the associated division facts well.

**Other Curriculum Areas:** Work could be linked to any other curriculum area that they have been learning about in school (such as Science, Geography, History or RE). It could take many forms, including preparing a talk or presentation, completing a piece of research, conducting an interview or completing a project. The nature of this work may be more open ended than in other areas. When any topic work is set, the usual homework timeable will be relaxed during this period.

### How much time should be spent on homework?

#### Year 3 & 4

M	Tu	W	Th	F	Sa	Su
Child to read to an adult (or an adult to share a book with the child) for at least 15 minutes every day; or at least 5 times each week as an absolute minimum. THIS <u>MUST</u> BE RECORDED IN THE CHILD'S READING DIARY BY THE CHILD'S PARENT.						
		Homework to be handed in		15-25 minute English <u>and</u> 15-25 minute Maths task set		

#### Year 5 & 6

M	Tu	W	Th	F	Sa	Su
Child to read to an adult (or an adult to share a book with the child) for at least 20 minutes every day; or at least 5 times each week as an absolute minimum. THIS <u>MUST</u> BE RECORDED IN THE CHILD'S READING DIARY BY THE CHILD'S PARENT.						
		Homework to be handed in		30-40 minute English <u>and</u> 30-40 minute Maths task set		

### How can parents find out more information about homework?

- Each year group will inform the parents about homework in the parents meetings held at the beginning of the year.
- To help parents and children all homework will be set on **Friday** and due in on **Wednesday**.
- Teachers will have different systems for handing in homework and they will tell parents and children about this at the beginning of the year.
- If parents need advice on how to support their children with homework then they can talk to the class teacher or phase leader.

### Children who do not complete homework

- The expectation is that children will complete homework.
- Teachers will keep records of children completing homework and these records will be checked on a regular basis. If there are any problems with children not completing homework then the teacher will speak to parents to find out why.
- There may be occasions when a child will miss playtime or some of a lunch time if they have not completed homework. Equally, children may be invited to attend Homework Club to avoid missing further play and lunch times.

### Marking of Homework

- Teachers will mark children's homework in a variety of ways but always according to the school's marking policy.
- Generally the work will be given a grade by the teacher to show they have marked it (and awarded Dojo points, if appropriate) :

A to E (for effort):	A = Excellent
	B = Good
	C = Satisfactory
	D = Unsatisfactory (and must do better next time)
	E = Unsatisfactory (and work must be completed again)
1 to 5 (for accuracy):	1 = Perfect
	2 = Almost Perfect
	3 = A Few Mistakes
	4 = Quite A Few Mistakes or Errors
	5 = Lots of Mistakes and Errors

Sometimes the work will be 'quality marked'. This is when a piece of work is marked in detail and comments about future progress are added to the work.

- On other occasions the work may be marked orally with the child, or the class, and there will not be evidence from the teacher in the child's book.
- Teachers generally will not mark homework that is handed in late.

### What is the role of the Homework Club?

- To provide support for children experiencing difficulties completing their homework.
- To offer parents information about and strategies for completing homework.
- To provide a suitable environment for the completion of homework.
- To give children the skills to become independent learners.

### Who goes to Homework Club?

Any child is invited to attend Homework Club. However, at the beginning of every half term, teachers will be asked to refer children who they feel would benefit from attending. These referrals are based upon three criteria:

- persistent non-completion of homework
- poor quality of work
- little or no support at home

The children will attend for at least one half term. When that term has been completed the child's progress will be reviewed by a the class teacher. **Parents** may also refer their child to the club and should approach their child's class teacher about how to do this.

***Any questions or concerns regarding this policy should be made to the Headteacher, Deputy Headteacher or assistant Headteacher.***