



East Bierley CE (VC) Primary School

Homework Policy

2016

Aims and expectations

In our aim to develop independent learning skills, homework is an effective tool we can use. Homework should consolidate skills and learning already undertaken, be an opportunity for parents to work with their child, spark a child's interest in a new topic and be achievable enabling children to share their successful learning at home.

As part of our home school agreement we expect teachers to set appropriate homework, children to complete their homework to a high standard and parents to encourage that completion of homework.

A homework consultation was completed in 2016 and parents and pupil views have been incorporated into this homework policy.

Expectations regarding homework

Work needs to be marked. Sometimes a sticker to show it has been seen is sufficient. Any comment from a parent must be responded to - where more appropriate speak with the parent and initial in the book that the discussion took place. Homework is a good opportunity to make connections with home so children can see we are all working with their best interests at heart.

To enable marking to take place, time should be built in to enable this. Books cannot and should not be sent home again immediately. For this reason, it is considered appropriate for one subject to be sent home as the main homework and swapped the following week (e.g. Writing / maths)

Homework should not take a lot of teacher time to prepare or mark. Use of text books no longer used in class is considered an appropriate option to send home rather than work sheets.

Whilst we expect homework to be completed and to a high standard, there are occasions when families will struggle to complete homework in the time given. Teachers should be sensitive to these occasions and ensure children are not embarrassed or singled out about their homework.

At the start of the year a meeting is held for parents to meet the class teacher. Homework expectations will be discussed at that meeting.

Homework is completed in books not on sheets of paper. Instructions will be provided for any homework sent out and examples will be modelled where appropriate to enable parents to work supportively with their child.

At the start of a topic, a 'Little Book of Things to Do at Home' will be sent out. This will include some suggestions and whilst we encourage the activities, they are not compulsory. They enable children to learn through their preferred learning style and work will be celebrated at school.

Required homework will be sent out weekly.

Date reviewed: October 2016

Approved by Governors: Standard and effectiveness committee

Reading

Throughout school, we expect children to read on a daily basis as part of their homework. In Reception and Key Stage 1, phonics work, high frequency words and reading books may be sent home. These should be appropriate to the age and ability of individual children. There is not an expectation that a book will be kept for a week.

We ask that school reading books are brought into school every day in case 'in class' reading is to be undertaken reading them. To enable a swift swapping of books, children should be choosing their own reading book and the title should be recorded in the class reading file. Teachers may allocate a specific day for each group's books to be changed. This is not the only time they may change their book but an expected minimum.

Reading books sent home should be a reading level below the level being read during guided reading. This ensures children can be successful in their reading at home which is particularly important in the early stages of reading. Parents are encouraged to ask questions about the texts to check children understand the book they have read. Tasks can be set by the class teacher, or encouraged at home, which develop comprehension skills. Children may write a book review or a character review or create a story map showing the key events in the story. Children will be encouraged to read a range of fiction and non-fiction books.

Once children are confident and fluent readers, they may become free readers. This means they can choose any book to read at home. They will be allowed to take books from their class bookshelf or read their own books from home. These should still be in school every day.

Children should all have a reading record diary. Until children are free readers, these should be signed by a parent or carer to show they have read each day.

Early years / Key Stage 1

The development of early skills means it is appropriate to send home key words or spelling lists and number bonds or times tables work. These may not need to return to school for marking but will be assessed by the teacher throughout class work rather than spelling or tables tests. It is important that children can apply the knowledge in context rather than in a test that week.

Suggestions should be provided to enable parents to support their child's learning. They may need ideas for how this can be done and it should not just rely on look, cover, write, check.

Specific talk homework, and writing homework, can be sent out. It must be appropriate for the ability of the child and be able to be completed without requiring additional resources. Books are available for work thus showing we value the work completed (rather than sheets of paper) and ensures expectations for presentation are higher.

'The Little Book of Things to Do at Home' may include art / DT projects, research, suggestions linking to key maths skills (time, money and measures) and the half term spelling patterns / high frequency word expectations.

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Key Stage 2

Spelling rules work or spelling lists may be sent home. Where appropriate, spelling tests may be used within curriculum time but these may be on any of the spelling rules covered so far (applying skills) rather than on memorising by rote a set of words.

Weekly either a writing task or maths task will be sent home. If a sentence level task is used, it will be followed by an opportunity to write a full genre to consolidate work completed in class.

As children progress through the key stage, the quantity expected will increase in line with age and ability. As SATs approach, example questions and papers may be used and children be asked to complete writing tasks with specific objectives to address.

'The Little Book of Things to Do at Home' may include art / DT projects, research, suggestions linking to key maths skills (time, money and measures) and the half term spelling patterns / high frequency word expectations.