

# **Homework Policy and Guidelines**

## **New End Primary School**

**Date Completed: Autumn Term 2019**

**Review Date: Autumn Term 2020**

### **Introduction**

We value greatly the links between home and school, and recognise the need to work together to ensure a good education for New End children. It is for this reason that we believe that it is important for children to bring 'work' home from a fairly young age.

This enables you to help your child to learn and for them to see parents and teachers working together. As the children get older and go on to secondary school the 'work' brought home becomes even more important.

Our approach to 'homework' is flexible and varies throughout the school, according to the age of the child. The one thing that remains constant throughout is the fact that it can only benefit the child if we have your support. Some homework is set with the intention that it is completed with an adult or older responsible sibling at home. Other homework is set for the child to do alone. However, we would ask you to supervise this homework and use your discretion about how much support to give your child. Class teachers will share homework timetables in termly letters and parent meetings.

Learning of spellings and multiplication facts at home is intended to reinforce and support the learning that goes on in school, and also something that parents can help with. Even though lists of spellings or multiplication tables may be later tested in school, any evaluation of assessments will take into account the fact that not all children will receive the support required outside school to do the homework effectively.

The aim of giving children homework is not to teach the National Curriculum partly at home. We teach this fully in school. However, some of the homework reinforces concepts and skills taught in school and that form part of the National Curriculum.

Homework at New End School at present is not compulsory, but we would expect all children to attempt all homework set. In addition, where homework 'deadlines' are given, we expect the homework to be handed in on time.

All homework will be looked at by the class teacher. Feedback, either verbal or written, will always be given to the child.

## **Policy Guidelines**

The primary purpose of homework is to reinforce and consolidate learning that takes place in school.

Homework increases in frequency and length of time to be spent on it as children progress through the school (i.e. not more homework in reception than in Year 2, for example). The frequency and amount of homework set by classes in the same year group will be very similar, although the topics and timing may differ.

Homework routines will be communicated by class teachers to parents at the start of the year/term, as appropriate, including such matters as the type of homework, when it will be set, when it should be handed in, how it will be marked, guidance on maximum/minimum time to be spent on homework etc.

Class teachers will contact parents if a child is frequently failing to complete homework.

## **Early Years Foundation Stage (Nursery and Reception)**

### **Nursery-age children**

Nursery children are encouraged to take a book home to share with their parents or carers. This is on a voluntary basis. Parents and children can select a book as often as they choose to. Parents are informed of specific activities going on in the nursery so they can support their child as required.

### **Reception Year**

Our policy is to send home reading books to read and enjoy. These will be changed daily, although if a family wants to keep a book for a little longer, they should inform the teacher. To ensure communication between class teacher and parent, a comments book is provided.

Guided Reading books will be sent home from Autumn Term 2. Every child will read in a group with an adult on a designated day. Each group will have one Guided Reading session per week. Please practise reading the book with your child as often as you can during the week and send the book back in the book bag on your child's reading day.

Key words as well as letters and sounds activities will also be sent home.

In addition, children may be asked to carry out informal tasks or special projects such as bringing an item from home to enhance class displays, e.g. nature table, sound table etc.

## **Key Stage One (Years 1 and 2)**

Our policy is to send home a reading book to be read and enjoyed. These are changed daily once the comments book has been signed.

Accompanying the child's reading book is a Comments Book. Not only is this used to keep a record of the books read, it is also a means of you commenting on your child's reading. Your child's teacher will keep extensive further records of your child's reading in school, but your comments are a valuable contribution to your child's reading record. Please help us by making sure that you sign this book when you hear your child read, and feel free to add comments. Sometimes these comments may be those of the child. We would ask you to be positive with your comments as this will help your child. If you have any concerns, please see your child's teacher.

From Year One, children will also bring home spellings to be learnt. These are brought home on a set day and the children are tested the following week. You can support your child by helping them to find an effective way of learning their spellings. Give them as much encouragement as possible. Year 1 and 2 also have SPAG (Spelling, Punctuation and Grammar books). Children are given a specified page to be completed as homework each week.

Year Two children will receive mathematics homework as well as homework based around multiplication and division facts.

From Year One, children are able to access "Sumdog" (a mathematical programme) at home. Every child has a separate log on and password. At times specific activities are set linked to class learning. However, children can also use the programme independently. Class teachers are sent reports about what a child is completing on "Sumdog".

## **Key Stage Two**

### **Years 3 and 4**

The children will continue to bring reading books home. In many cases the children will enjoy reading these books to themselves. In these circumstances, encourage them to talk to you about what they are reading. It is important to continue to share a book regularly with your child, even when they have developed independent reading skills.

Some children will still need your support in hearing them read on a regular basis, helping to practice their reading skills and building up their self-confidence.

The children in these years will also bring home spellings and multiplication and division facts ('tables') to be learnt. These are brought home on a set day and the children are tested the following week. You can support your child by helping them to find an effective way of learning their tables and spellings. Give them as much encouragement as possible.

By Year 3, children will also be given occasional pieces of homework, usually connected with current topic work. By Year 4 this will become more regular.

Children are able to access “Sumdog” (a mathematical programme) at home. Every child has a separate log on and password. At times specific activities are set linked to class learning. However, children can also use the programme independently. Class teachers are sent reports about what a child is completing on “Sumdog”.

### **Years 5 and 6**

As the children get older we increase the amount of homework and variety. The quantity of homework set is greatest in Year 6. The children will usually have homework once a week. The homework covers different areas of the curriculum and may include completing or consolidating class work, practising basic skills, developing lines of enquiry or preparing work for a following lesson. Children also receive spelling and multiplication and division facts homework. In Year 6, as the children move towards the end-of-key-stage formal tests ('SATs'), homework may well include revision work in, for example, science. The tasks asked of the children may include revising or learning for a test at the end of a particular teaching unit, making use of reference material from the home or library and/or factual or imaginative writing.

Children are able to access “Sumdog” (a mathematical programme) at home. Every child has a separate log on and password. At times specific activities are set linked to class learning. However, children can also use the programme independently. Class teachers are sent reports about what a child is completing on “Sumdog”.

### **General**

If children are absent from school because they are ill, then we would not send work home. We would make the assumption that they are not well enough to work.

It may happen that a child is absent for a long period of time, though is well enough to do some work at home, e.g. a broken leg. In these circumstances it is at the discretion of the class teacher, in consultation with the parent, whether homework will be set. In such circumstances the class teacher will also consult with the headteacher.

All children are encourage to complete a half termly project for the headteacher These can be either a holiday diary noting all the fun things the children do over half term , a project based on an aspect of their learning over the past half term or a project on a topic of their choice/personal interest. Children receive a certificate and feedback on these projects.

If parents have any concerns or queries about homework, they should discuss these with their child's teacher.