



# Offwell C of E Primary School

Our Core Values: **Honesty, Loyalty, Caring, Sharing and Forgiveness**

Our vision: **Be well; Learn well; Live well; Offwell!**

## Homework Policy

**Approved (with staff): January 2020**

**Next review: January 2023**

### Our Rationale:

Learning is always enhanced when parents actively encourage and value their child's school work. Homework should be part of an effective partnership between school and home, resulting in positive outcomes for each child. However, parents can sometimes find that their child's homework is more of a test of their own knowledge or time management skills - becoming a source of disagreement or a frantic race against time – neither of which supports good learning habits.

To simplify homework and support learning, we will focus on reading, spelling and maths facts, at an appropriate level for each age group, until they are secure. Our main message is that children who read at home enjoy reading and achieve better than those who do not. We also know that learning spelling or times tables little and often, rather than once a week, enables better recall, so these skills can become useful tools, rather than a source of frustration.

Parents and carers can support our shared aims for each child by providing space, time and encouragement to complete homework, especially reading, on a daily basis. In return, we will listen to you if you have any concerns about your child's homework; we will provide support and ideas for reading, spelling and maths activities and we will ensure that homework is helpful, appropriate and valued.

### Aims

Through home and school support, we aim for all our children, by Year 5, to be:

- confident readers,
- able to spell all common words,
- able to rapidly recall general maths facts,

We aim for our Year 5 and Year 6 pupils to become:

- avid readers
- effective writers
- able mathematicians
- independent learners

Our aims in setting homework are to:

- give regular opportunities to enjoy reading, both alone and with an adult;
- give regular opportunities to practise and learn basic skills;
- apply, consolidate and extend knowledge, understanding and skills introduced or learnt at school;
- give an opportunity to think about another subject, so that they can be considered in greater depth at school;

- enrich school learning with personal knowledge and interests;
- develop independent learners: through encouraging responsibility, time management and organisational skills;
- prepare our pupils so they are ready to make the most of secondary school;
- help parents to understand how their child can make progress at school;
- provide opportunities for parents to share in their child's success;

**Organisation of homework:**

The majority of homework, when allocated from 10 to 30 minutes each day, depending on age and inclination, should be manageable, and more effective, when it is spread over *at least* four days, especially when it forms part of a routine. For example, reading is part of many bedtime routines; sometimes reading aloud, sometimes reading together, maybe listening to a story, or reading independently.

From Term 2, Year 2 pupils will have occasional Reading Comprehension Homework, to allow parents to discuss their child's reading with them and prepare them for undertaking assessments in May. In addition, for Years 5 and 6, in preparation for secondary school, to develop positive independent work habits, and take account of out of school activities, the homework will be organised differently, with tasks set out in advance, so that older pupils can learn to manage their time more effectively.

There may be an additional subject related task (once a half term), to engage interest and broaden knowledge, skills and understanding in other subjects (although, of course, reading also does this!)

**We expect parents to:**

- Encourage, praise and show an interest in your child's work.
- Set reasonable targets or rewards for completion, so your child is motivated.
- Support and suggest next steps, but not complete your child's work (let us know if they need help).
- Create an environment in which your child can concentrate and have time to learn, E.g away from the television; at a table.
- Monitor time spent on homework: for the youngest children, a few minutes of reading, word practice and number work each a day will set them up for good skills and work habits later, while older children could spend up to 30 minutes a night, over several evenings (please contact staff if any issues)
- Encourage your child to pack their school bag the night before so nothing is left behind.

**School will support your child by:**

- Giving clear guidelines as to when the work should be completed
- Giving clear guidelines as to how the work should be completed E.g: providing suggestions for reading, spelling strategies, or maths activities.
- Differentiating tasks for children, as appropriate e.g: Supporting children if unsure of tasks; developing extension and challenge activities when they have mastered the basic skills.
- Giving clear and positive feedback on tasks.

The Homework Diary or sheet (sent home each week or kept in a file) aims to reinforce the important partnership between the teacher, child and parents in developing our children's skills for learning and life. Parents are to use this diary as a

vehicle for communicating with your child's teacher and to sign daily / each time work has been attempted.

No child should come to school worried because homework has not been completed, when they have an acceptable reason. However, given the ideal of a few minutes each night, in a supportive environment, homework should become a regular habit, which is completed to the best of the child's ability.

**Assessing homework:**

Homework will be reviewed by the Teaching Team of each class, checking for accuracy and effort, as well as noting when parents have signed, so that each child's efforts can be rewarded.

There will be periodic assessment of spelling and times table knowledge, so that we can ensure children are making progress and to inform us on the next steps in each child's learning journey. This will be shared with you at each parents' meetings and via reports, but please feel free to contact us either via the Home-School Book, or in person, if you would like to know how they are doing.

The first 100 and 200 Common (or High Frequency) words can be downloaded from our website, along with the word lists for each stage. Parents can also access Times Tables lists online, or from your child's teacher. Therefore, parents can also monitor their child's progress in these areas at home.

**Weekly Homework expectations:**

**Reading – daily – expectation of at least 4 nights a week.**

A House-point will be awarded for every child who has read/shared a book for 5 nights in a week, if parents sign the homework diary.

**Word/Spelling Task – daily – expectation of at least 4 nights a week.**

Children will first be given their Tricky Words to learn, then words from the first 100 high frequency word list, moving onto the 200 high frequency list when these are secure, before learning words from the statutory lists for each stage.

**Maths Facts Task – daily – expectation of at least 4 nights a week.**

Children will be given Maths facts to learn, as set out below, aiming to become confident in one area, before moving on. For example, a child in Year 2 should only move on to learning the 5 x table when they can quickly answer any question from the 2 x table, regardless of order.

Each child will have a reading diary and homework sheet, to record their spelling and times table homework. Each class Teaching Team will set out guidelines as to when and how tasks need to be completed.

There will be minor variations, where teachers see fit to respond to either a child's needs or opportunities offered by the curriculum. For example: a more open-ended task may be set each half term, to prepare, research, or explore another curriculum subject.

Year group	Guide to regular weekly homework
Reception	<ul style="list-style-type: none"> <li>▪ Daily reading</li> <li>▪ Tricky words – read and spell</li> <li>▪ Number Facts – Personalised number activities</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>▪ Daily reading</li> <li>▪ Daily spelling practice</li> <li>▪ Daily Number Bonds activities, or early times tables work - counting in 2s, 5s and 10s.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>▪ Daily reading</li> <li>▪ Daily spelling practice</li> <li>▪ Times tables practice – learning 2s, 5s &amp; 10s</li> <li>▪ From Term 2 – reading comprehension tasks</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>▪ Daily reading</li> <li>▪ Daily spelling practice</li> <li>▪ Times tables practice – 3s, 4s, &amp; 8s</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>▪ Daily reading</li> <li>▪ Daily spelling practice</li> <li>▪ Times tables practice – Learn 6s, 7s, 9s, 11s &amp; 12s &amp; consolidate known facts up to this point.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>▪ Daily reading</li> <li>▪ Daily spelling practice</li> <li>▪ Times tables practice – Consolidation &amp; reinforcement of all facts to 12x12.</li> <li>▪ From Term 2 - Expectations as set out in homework pack</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>▪ Daily reading</li> <li>▪ Daily spelling practice</li> <li>▪ Times tables practice – Consolidation &amp; reinforcement of all facts up to 12 x 12, as well as inverses (144 divided by 12?)</li> <li>▪ Expectations as set out in homework pack E.g: spelling, punctuation, grammar and maths activities.</li> </ul>