

# RUSH GREEN PRIMARY SCHOOL - HOMEWORK POLICY

## September 2017- July 2018

Homework in our school takes various forms depending on the age of the pupils. Each year group will be set homework which will consolidate the learning that has taken place within school. As children get older, homework provides an opportunity for them to develop the skills of independent learning, which they will need to continue lifelong learning.

### Role of the class teacher

It is our responsibility to:

- set purposeful homework
- explain the given tasks
- monitor completed homework and sign reading diaries daily
- provide feedback to the child (including marked feedback)
- Ensure that weekly homework is given out on a FRIDAY and collected in on a WEDNESDAY

### Role of the child

It is your responsibility to:

- take homework home on the day it is given
- complete homework to the best of your ability
- treat your homework with respect
- hand in your homework on time

### Role of the parent/ guardian

It is your responsibility to:

- ensure that your child brings their homework home
- completes their homework to a high standard
- encourage your child to take responsibility for their own learning
- support the completion of your child's homework and sign your child's reading diary every night

### School expectations

Each year group is expected to complete the following tasks on a weekly basis. Work within each year group will be set according to ability.

#### Nursery

Nursery parents will be given a weekly note describing what we are learning in Nursery each week with suggestions for what they can do to support their children's learning at home. Occasionally Nursery children will also be asked to bring things in, which are relevant to the topic they are learning.

#### Reception

Children in Reception are encouraged to read with an adult every night. Their reading diary must be signed every night in order to receive a new book. They also have a 'Phase word book' which contains high frequency words. Children are expected to use the phonemes (sounds) they learn in class to help them segment and blend words.

#### Years 1 and 2

- Reading: 10-15 minutes every night
- Spellings: Revise spellings in spelling journal weekly
- Maths or English: Alternating on a fortnightly basis

#### Years 3-6

- Reading: At least 15 minutes every night
- Writing: One piece per week. Same piece given to whole class which will progress in difficulty
- Spellings: Weekly spelling words
- Maths: One piece per week. Same piece given to whole class which will progress in difficulty
- X tables
- In some cases, reading comprehension work will be added

#### Exceptions

In year 5 and 6 additional homework may be given during the week to reinforce and support learning, for example when year 6 prepare for the SATs. Children in year 5 and 6 will be given homework diaries to help record homework and organise themselves.

Project work will continue but we will endeavour to give you a half term's notice of projects and ensure that viewing times are more flexible for those parents who work.

## General staff comments

1	<p>Yr 5 and 6 parents feel homework is not enough. - <b>General consensus in upper Ks2 that more homework is needed as they get older.</b></p> <p>I like the idea of alternate weeks.</p> <p>Yr 1 already alternate. – <b>not consistent across school.</b></p> <p>EYFS – already alternate maths and English. – <b>not consistent with the rest of the school.</b></p>
2	<p>Good idea.</p> <p>Open ended challenges/investigations rather than set questions could be good.</p> <p>One sheet would be good for the whole class with 'jogging'/'running'/'flying' so that children can choose their level of difficulty just like they do in class.</p> <p>Do we need to differentiate in maths 3 ways considering they are already split into 4 different sets so the homework is automatically differentiated?</p> <p>Great idea to have a differentiated sheet for all.</p>
3	<p>Reading and phase words need to be every night.</p> <p>Children who struggle with writing should really be the ones who are practising it the most. Could we ask parents to complete writing based on topics that the children find interesting? For example, if they are working on newspaper reports, the child could be asked to write a newspaper report based on their favourite super hero.</p>

## Pupil Voice

- A range of children across the school were asked to complete a questionnaire based on their views about homework; this was produced by a member of staff.
- The debate club have been researching this issue. As part of their research they also created a questionnaire and gave it to a variety of children across the school.

### **General comments from the questionnaires:**

*I really enjoy literacy homework.*

*It helps me practise.*

*I like it because it is challenging.*

*I like doing homework because most of the time it is fun.*

*It helps me with my learning because it gives me more information.*

*I like homework because it challenges you and makes you do more work at home.*

*I love doing homework because it helps you learn.*

**When asked what changes they would like to make to homework:**

*I would make it harder.*

*Change it to longer homework.*

*It could be a bit easier because sometimes I can't do it.*

*I wouldn't change it because I love homework because I love to learn.*

<p>1. Too much homework to complete in a week. The children are too tired to complete it all, especially at a young age e.g. year 1 and 2.</p> <p>2. Some parents felt there was not enough homework.</p>	<p>Ks1 Reading Spellings Maths or English</p> <p>Reading Spellings Maths English And in some cases comprehension added on.</p>
<p>3. If my child is at a higher ability I would like the homework to challenge them more.</p>	<p>One piece of homework will be given to whole class which will progress in difficulty. Children and parents can choose how much challenge they would like;</p> <p>On the homework teachers will add a section 'Want something harder? Try this...'</p> <p>This will allow the higher ability children (and ambitions MA children) to try something more difficult and will provide them with an opportunity to challenge themselves.</p> <p>For example <i>Want something harder? Now try writing a magazine article about the Tudors! Try researching how magazine articles are written first.</i></p>
<p>4. Homework is too much for age 7. Spellings and reading every night. After a day at school sometimes this can be a struggle.</p>	<p>Within Ks1, spelling packs to be amended so that the children are expected to learn their words by the time of the spelling test. This does not mean they have to practise every night. As long as they have practised before the test.</p>
<p>5. Some parents felt that not enough homework was given in Ks2.</p>	<p>At the beginning of each half-term a letter will go out to parents of extra activities that parents could complete throughout the term. Websites, books etc will be signposted to support this. Parents will be encouraged to send in extra work that the children complete.</p> <p>Phase leaders to organise this for their year groups to alleviate homework workload for teams.</p>
<p>6. The homework should be more consistent. Sometimes there is too much to do and sometimes there is very little to complete.</p>	<p>New staff and teams are reminded that homework is given out on a Friday and collected in on a Wednesday. If the above changes are made, this issue should be resolved. Teachers will be made aware of this issue and it will be added to the policy that homework must be more consistent across the school, year group and phase.</p>