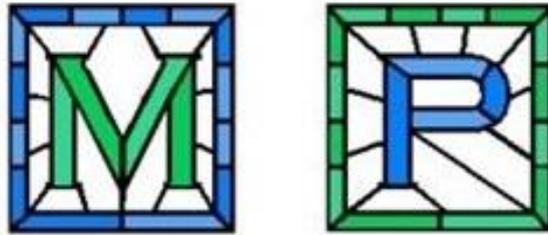


Monkfield Park



**Primary School and
Care & Learning Centre**

Homework Policy

Approved by the Governing Body in:

Summer 2021

Introduction

At Monkfield Park we define homework as any activity that pupils undertake outside of school lesson time, either on their own or with the support of family members. Our aim is to provide homework which is manageable for everyone, as well as being educationally beneficial for all the pupils in the school. In addition we value, and have a strong commitment to parental involvement and see homework as one way of developing this partnership.

This policy reflects the consensus of opinion of the whole teaching staff and has the support and agreement of the Governing Body. The implementation of this policy is the responsibility of all members of staff.

Why give homework?

- It can inform parents about work going on in class;
- It can further stimulate enthusiasm for learning;
- It takes advantage of the home environment and resources and provides the opportunity for one to one time with adults;
- It can be a great source for gathering topic information to share with all the children;
- It is a great opportunity to rehearse and consolidate key skills such as reading, times tables, phonics knowledge, number bonds, doubling facts, spellings and handwriting;
- It helps to foster good habits of organization and self-discipline in preparation for the demands of Secondary School.

Inclusion

Monkfield Park aims to be responsive to all aspects of diversity and to give every learner the opportunity to experience success in learning and achieving as high a standard as possible. We are continually developing inclusive values which are shared between all staff, pupils, governors, parents/carers and the wider community in a secure, accepting, collaborative and stimulating environment. Everyone is valued and diversity is seen as a rich resource to enhance and support the learning of all.

This inclusive culture is reflected in all school policies and practices. We ensure that classroom and extra-curricular activities encourage the participation of all pupils, drawing on their knowledge and experience outside school. Teaching and support are integrated together to enable pupils to participate effectively in the curriculum and assessment activities. This enables children to participate fully in school life.

We believe that homework should be differentiated so that all children are able to complete similar tasks to their peer group wherever possible. However, some pupils may benefit from special tasks separate from the homework set for other children in the class. Tasks set should:-

- Have a very clear focus and time guideline.
- Enable pupils to succeed.
- Help develop social as well as other skills where necessary.
- Be varied.
- Be manageable for teachers, pupils and parents/carers.
- Be set in connection with their specific targets.

Where pupils have been identified as more able learners they may be given the opportunity to complete extended projects in addition to the set homework tasks. These are designed to further develop their skills, knowledge and understanding and provide opportunities for open-ended investigative work in line with the More Able Learners Policy.

Routines

Whilst we support the key principles of homework we feel that it should not dominate home or school life. We accept that not every activity will capture children and parents' imagination and that weekends can sometimes be busy. Homework should be enjoyable and manageable for all concerned and if it becomes a burden or source of conflict it ceases to be a constructive aspect of teaching and learning. As such we hope the children are motivated by positive incentives and by the tasks themselves. However if a child fails to complete and return homework tasks, opportunities will be provided during break times to complete the homework in school. Where a child consistently fails to complete homework tasks a meeting will be arranged to discuss this with the child and their parents/carers.

All classes set weekly homework tasks on Seesaw on Monday and it is expected to be completed by the following Monday.

Spellings will be assigned on Monday for the weekly spelling check which takes place each Friday.

The work should always have been explained and discussed in class before being uploaded on to Seesaw. The work set may be a continuation of classwork or a task designed to reinforce concepts taught in class. It is our intention, and good practice, not to set tasks that the child cannot already do and parents are not expected to teach new skills. There should be a clear explanation/reminder from the teacher of what is expected for each task that is set for homework.

Guidelines

Reception and Key Stage 1

<i>Frequency</i>	<i>Subject</i>	<i>Time</i>
Daily	Reading	10 mins each day
Daily	Spellings and/or phonics	10 mins each day
Once per week	English/Topic Grid	10-15 mins
Once per week	Maths	10-15 mins

Activities may include:

Reception:

- *Sharing books with adults.*
- *Word/letter games.*
- *Number games in the environment eg., "how many steps are there?", etc.]*
- *Discussion on letters/numbers.*
- *Emergent writing (encourage).*

Year 1:

- *Reading and sharing books with an adult.*
- *High frequency/patterns from class.*
- *Number games/bonds.*
- *Word patterns*

Year 2:

- *Reading daily with an adult.*
- *Spellings from word patterns of the week.*
- *Mental mathematics games/worksheets.*
- *Set English tasks.*

Key stage 2

Frequency	Subject	Year 3/4	Year 5/6
Daily	Reading	Minimum 10 mins	Minimum 15 mins
Daily	Spelling	Minimum 5 mins	Minimum 5 mins
Once per week	English/Topic Grids	20-30 minutes	20-30 minutes
Once per week	Maths	20-30 minutes	20-30 minutes

Mathematics activities may include:

- *Consolidation of concepts taught or activities undertaken in class;*
- *Practical activities involving weighing, measuring, etc;*
- *Activities which help to establish number patterns;*
- *Research or data collection to support class work;*
- *Mental arithmetic games or worksheets;*
- *Set mathematics tasks.*

Reading activities may involve:

- *Pupils reading books supplied by the school. This could include fiction or non-fiction material. We would encourage parents/carers to continue with shared reading at times during the week.*
- *Research into a current topic using material that might be from home or the local library.*
- *Listening to story tapes or stories read by an adult.*

The expectation is that children in Key Stage 2 will read a minimum of ten pages of their reading book per day, which should be recorded in the child's Reading Record book or on Seesaw. Each week and/or on completion of a book, children are required to complete reading challenges from a list provided by the class teacher. Reading Records will be monitored on a weekly basis. If a child is not carrying out the reading tasks opportunities will be provided during the school day for them to complete them. The school will provide some reading material, but we would encourage families to also use books from home and/or the local library.

Spelling activities may involve:

- *Spellings from word patterns of week;*
- *Personal spellings from their own corrected work;*

English/Topic Grid activities may involve:

- *Undertaking research around a particular topic;*
- *Set English tasks.*
- *Tasks directly related to the current topics being taught in class;*

New Topic Grids will be issued each term to reflect the range of subjects being taught. The grids will allow children to select from a range of activities which will consolidate their learning and help to reinforce key skills in a creative way. It is hoped that these tasks will foster a spirit of enquiry and

encourage children to naturally follow up the topics being taught in their own time, either at home or through the use of the school library.

Marking

Homework will be marked in line with the Marking and Feedback Policy.

Review

The Headteacher and Staff will review this policy in line with the School Development Plan.