
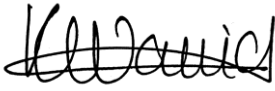


Homework Policy

May 2017

Name of Policy	Homework Policy
Date ratified	May 2017
Committee Responsible for Policy	Standards, Teaching and Learning Committee
Date to be updated	May 2020
Headteacher Signature	
Chair of Governors/Committee Signature	

1 Introduction

1.1 Homework is anything children do outside of the normal school day that contributes to their learning, in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support the children's learning. For example, parents who spend time reading stories to their children before bedtime are helping with homework.

2 Why give homework?

2.1

- It can inform parents of work going on in school;
- It can further stimulate enthusiasm for learning;
- It takes advantages of the home environment and resources and the chance for one to one adult support;
- It can be a great source for gathering topic information to share with all the children;
- It is a great opportunity to rehearse key skills such as time tables, doubling facts, number bonds, spelling, handwriting and other key facts;
- It helps to foster good habits of organisation and self-discipline in preparation for the demands of secondary school

3 Homework at our school

3.1 Whilst we support all of the above key principles, Holy Trinity is not a school at which homework dominates home and school life. We accept that not every activity will capture children and parents' imaginations and that weekends can sometimes be busy. We believe that compulsory homework should be concise and the main purpose should be to consolidate learning taking place in school, embedding and reinforcing key skills. In addition, optional activities are provided to extend and challenge pupils if they choose to do so.

3.2 All classes give out weekly homework on a Friday. If it is a piece that needs handing in, it is expected to be returned by the following Wednesday.

3.3 The work should always have been explained and discussed in class before coming home; it may be a continuation of class work or the opportunity to rehearse and reinforce skills and knowledge.

3.4 We do not set homework during the holidays to ensure there is an equal balance between school and leisure.

4 Homework Tasks and Time

- 4.1 The table below provides the agreed amount of homework for children. The children will use homework books to record the tasks and verbal or written feedback will be given as appropriate.

	Reading minutes per night	Practise nightly	Weekly Homework Areas
Foundation	10+	Keywords Number Facts	Show and Tell Prep
Year 1	10+	Keywords Number Facts	One piece of Maths or English (15 mins)
Year 2	15+	Spelling Number Facts	One piece of Maths or English (20 mins)
Year 3	15+	Spelling Number Facts	Maths (20 mins) English (20 mins)
Year 4	20+	Spelling Number Facts	Maths (20 mins) English (20 mins)
Year 5	20+	Spelling Number Facts	Maths (30 mins) English (30 mins)
Year 6	20+	Spelling Number Facts	Maths (40 mins) English (40 mins)

- 4.2 Daily practice of keywords, spelling and number facts should be quick and fun. This could be parents and children testing each other, playing games (cards, dominoes, dice), iPad apps, songs or even when shopping. Number facts may take the form of number bonds to 10, 20 or 100, doubling and halving facts, times tables or other aspects of mental arithmetic.
- 4.2 Pupils are given a reading record to record their reading at home and for parents to make comments. It is expected that this is completed at least three times a week.
- 4.3 We provide parents with an age appropriate reading list and suggestions for extra-curricular visits and websites to support learning at home on the class webpage.

5 Inclusion and Homework

- 5.1 We set homework for all our children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework for pupils who are named on the register of special needs, we refer to those pupils' Individual Education Plans (IEPs). In addition to class homework pupils with SEN may have a 'Fabulous Folder' and are asked to spend ten minutes a day at home practising and consolidating skills and knowledge relevant to their IEP targets.
- 5.2 Where support from home with homework is not possible we provide children with opportunities to gain support from adults in school, this includes offering a 'Homework Club' after school for children in KS2 on a Thursday after school and a lunchtime homework session for children who have not completed their homework on time.

6 The Role of Parents/Carers

- 6.1 Parents/carers have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children, as and when they feel it to be necessary, and to support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.
- 6.2 It is important that the level of parental support given to homework tasks is appropriate. If a child requires a lot of input from their parent/carer or appears to be struggling we ask parents/carers to inform the teacher. This way further clarification of the task or consolidation of the knowledge and skills can be given to the child in class. In KS2 a child should be able to complete homework tasks mostly independently.
- 6.3 We ask parents/carers to check the home-school reading diary at least once a week and to sign it as requested.
- 6.4 If parents/carers have any questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the headteacher or deputy headteacher. Finally, if they wish to make a complaint about the school homework policy, or the way in which it is implemented, parents should contact the governing body.

7 Use of ICT

- 7.1 The use of ICT and the Internet makes a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by merely downloading and printing out something that has been written by somebody else.
- 7.2 Mathletics is a virtual program that the school has bought into. Every pupil from Reception to Year 6 has a username and password that allows them to access Mathletics at home. Teachers may assign tasks for the children to complete at home which reinforce the concepts taught during lessons. Pupils may also use Mathletics to compete in mental challenges against pupils across the world.
- 7.3 We discourage children from bringing memory sticks or keys into school, because of the risk of viruses. However, when appropriate, a teacher might suggest that a child's work is e-mailed to the teacher at school.

8 Monitoring and Review

- 8.1 Phase leaders are responsible for coordinating and monitoring the implementation of this policy. They inspect samples of the children's work and of the teachers' planning.

- 9.2 It is the responsibility of our governing body to agree and then monitor the school homework policy. This is done by the Standards, Teaching and Learning committee of the governing body that deals with curriculum issues. Parents complete a questionnaire each year, and during the school's Ofsted inspection, and our governing body pays careful consideration to any concern that is raised by any parent.

- 9.3 This policy will be reviewed in three years, or earlier if necessary.

Signed:

Date: May 2017

Review Date: May 2020

APPENDIX I – Spelling Lists

Reception High Frequency Words

I	the	and	no	cat
go	of	they	yes	get
come	we	my	for	said
went	this	see	a	to
up	dog	on	dad	in
you	me	away	can	day
like	mum	he	was	going
it	am	look	big	at
all	are	she	play	is

HOLY TRINITY C of E PRIMARY SCHOOL

Years 1 and 2 Spelling List

the	they	one	a
be	once	do	he
ask	to	me	friend
today	she	school	of
we	put	said	no
push	says	go	pull
are	so	full	were
by	house	was	my
our	is	here	his
there	has	where	I
love	you	come	your
some			
door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	both
class	whole	old	grass
any	cold	pass	money

HOLY TRINITY C of E PRIMARY SCHOOL

Years 3 and 4 Spelling List

accident	century	experiment	interest	particular	remember
accidentally	certain	extreme	island	peculiar	sentence
actual	circle	famous	knowledge	perhaps	separate
actually	complete	favourite	learn	popular	special
address	consider	February	length	position	straight
answer	continue	forwards	library	possess	strength
appear	decide	fruit	material	possession	suppose
arrive	describe	grammar	medicine	possible	surprise
believe	different	group	mention	potatoes	therefore
bicycle	difficult	guard	minute	pressure	though
breath	disappear	guide	natural	probably	although
breathe	early	heard	naught y	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women
centre	experience	important	ordinary	reign	strange

HOLY TRINITY C of E PRIMARY SCHOOL

Years 5 and 6 Spelling List

accommodate	communicate	equip	immediately	physical	sincerely
accompany	community	equipped	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	suggest
amateur	controversy	excellent	leisure	pronunciation	symbol
ancient	convenience	existence	lightning	queue	system
apparent	correspond	explanation	marvellous	recognise	temperature
appreciate	criticise	familiar	mischievous	recommend	thorough
attached	curiosity	foreign	muscle	relevant	twelfth
available	definite	forty	necessary	restaurant	variety
average	desperate	frequently	neighbour	rhyme	vegetable
awkward	determined	government	nuisance	rhythm	vehicle
bargain	develop	guarantee	occupy	sacrifice	yacht
bruise	dictionary	harass	occur	secretary	
category	disastrous	hindrance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee	environment	immediate	persuade	sincere	