

Newchurch Community Primary

Homework Policy

Mission Statement

Newchurch will give every child a flying start by working in partnership with parents, staff and the community to develop well-rounded citizens who will contribute in a positive way to society.

Persons with Responsibility

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Linked Policies

Teaching and learning
Assessment and feedback

Next Review: May 2019



Rationale

The setting of homework is made statutory within the teacher standards and is designed to 'extend the knowledge and understanding pupils have acquired'. At Newchurch, homework is designed to reflect the basic skills learning of the children relevant to their age group. Homework will offer all children the opportunity to reflect on their learning and encounter standards which are drawn from the 'age related expectations' for that child.

Homework is designed to instill in children the independence and responsibility needed throughout their educational career and to foster a lifelong commitment to learning.

Purposes of homework

Homework at Newchurch Primary School is set for various reasons, examples of which are:

- To encourage and develop self-discipline, study habits and a range of skills in planning and organising time.
- To reinforce, extend and consolidate work done in class.
- To give pupils experience of working on their own and to develop in pupils a sense of responsibility and commitment to their own learning.
- To consistently involve parents/carers as partners in education.
- To further challenge and extend children working above age related expectation.
- To provide focused and sustained support for those pupils working below age related expectation.

Expectations

- Homework will be completed across two homework books (Week A and Week B). Homework will be set for Week A on Monday and will be handed in by the following Monday. At this point homework will be set for Week B and handed in the following Monday. This system will be repeated each week.
- Summer homework may take an alternative format in which longer projects are set. In this case, staff will monitor the children's progress within their given project on a regular basis, or on agreed dates.
- Children will be expected to take responsibility for their homework as they progress through the school, though within Key Stage One this will be a process supported by parents and carers.
- Homework will be set in manageable amounts and accessible quantities.
- Where necessary homework will match the needs of the pupils e.g. extension activities available for pupils working above age related expectation and tailored tasks for those identified as SEND.
- Homework will largely cover the acquisition of basic skills and national curriculum standards in English and Mathematics.
- Spellings will be set each Monday against each year group's expected word list and National Curriculum expectations. The children will be pre-tested on these spellings on Monday as a word list, then tested again the following Monday in five sentences which include their spellings. Spellings will therefore run from Monday to Monday.
- Some tasks will require the children to access the internet. Where this is not possible at home, school will support the children to access necessary technology or adjust recording method.
- In presenting their work, the children will record in pencil and will write the date which will be underlined with a ruler. They will complete their work as neatly as possible (presentation will be monitored) and any sheets will be stuck in to maintain the integrity of the homework book. All homework will be completed in pencil to allow for tidy editing.
- Sheets outlining the homework expectations and spellings will be given out each week. They will include all homework set along with information for parents. This information will cover the Big Write

task for the given week and log in details for class specific sites e.g.
www.mymaths.co.uk

Year Group	Homework set	Time to complete task	Additional expectations
1 and 2	One piece of mathematics and one piece of English per week. Differentiated spellings	30 minutes (15 minutes per activity)	Read twice per week Ongoing rote practice of basic skills in mathematics eg. Number bonds and times tables
3 and 4	One piece of mathematics and one piece of English per week Differentiated spellings	45-50 minutes (Approx. 25 minutes per activity)	Read twice per week Ongoing rote practice of basic skills in mathematics eg. Number bonds and times tables
5 and 6	One piece of mathematics and one piece of English per week Differentiated spellings	1 hour per week (30 minutes per activity)	Read twice per week Ongoing rote practice of basic skills in mathematics eg. Number bonds and times tables

Mathematics

- The children will be set a task which may be a series of questions, an activity, an investigation or an online task which meets their age related expectations.
- They will be expected to complete the task in their homework books or online, if requested.
- The children will be expected to be working on their basic skills acquisition i.e. number bonds and multiplication tables. These will be tested and monitored within school.

English

Reading

- Children will be expected to read twice per week and have their reading recorded within their school reading record. This will be used to support the children's reading assessment in conjunction with classroom sessions.
- The children will be given a school reading book which will be at the children's current reading level and age appropriate content. This will be used to develop a love of learning.
- Where children move beyond the school reading scheme, they will become 'free readers' whereby they can select their own reading content which will be monitored by teachers and parents/carers.

Spelling and phonics

- Spellings will be set each Monday against each year group's expected word list and National Curriculum expectations. The children will be pre-tested on these spellings on Monday as a word list, then tested again the following Monday in five sentences which include their spellings. Spellings will therefore run from Monday to Monday.
- The children may be set spellings from the National Curriculum spelling lists, topic specific vocabulary or spellings which contain specific phonic features.

- Where children score highly in pretesting, alternative spellings will be selected in order to ensure challenge.
- Where the children have 'gaps' in their spelling or phonic knowledge, tailored spellings may be set for individuals and groups.

Writing and grammar

- The children will be expected to complete sentences linked to their weekly spellings which will also include a grammar and punctuation challenge. The children will be expected to select some of their spellings to include within their sentence structures which will include their additional English features. These challenges will be aimed at raising attainment and acquisition of basic skills.

Feedback

Homework will be marked prior to being returned to the child. It will be set each week and marked before being returned. This will take into account the Week A/Week B system.

Where longer tasks are set, such as summer projects, homework may be assessed at the end of the process, or at established points in the process. Though children will be given feedback throughout the task. This may be through discussion, monitoring of task menu checklists or feedback through reading records.

Marking will be completed in green pen and will match many of the expectations in class work. They will focus on positives within the children's work (including presentation) and will highlight next steps or misconception.

Monitoring

- The amount of reading which children do each week will be monitored by staff and the English coordinator. Reading levels (percentage of children meeting expected reading frequency) for each class will appear on the weekly newsletter.
- Homework books will be monitored by the Senior Leadership Team (SLT) on a regular basis. This monitoring will be used to check quality

- of work, task and completion. Feedback will be given to staff following this monitoring and actions set.
- Monitoring may also be conducted with members of the governing body, Parent Board or other schools to ensure the highest possible standard, though confidentiality will remain paramount in these cases.

Role of parents and pupils

It is the expectation that all homework will be completed by the child with appropriate levels of support provided by parents and carers. Where necessary, parents/carers will be able to discuss homework with staff through reading records, homework books or arranged meetings.

Where homework is not being completed by a child the class teacher will speak to the child initially to ascertain why. If the child persistently fails to complete homework tasks, parents/carers will be contacted by the class teacher to express their concerns. In these circumstances support will be offered to pupils, parents and carers to aid completion of homework.

Policy Review

The assessment coordinator and senior leadership team is responsible for the annual review of the policy. This is done in consultation with staff and Governors.

Review date: May 2019