



HOLY TRINITY C E (A) PRIMARY SCHOOL

Homework Policy

Homework is an important extension of classroom learning. It helps to cement the ideas that children learn at school helping things sink in further and expanding their knowledge. The complexity and amount of homework that needs to be carried out increases considerably as children progress through school. Getting used to doing homework from an early age will definitely be an advantage, as children are more likely to continue doing so as they progress through their school years.
(Early Childhood Education Website)

Homework is an important part of a child's education, and is an essential part of a good education.
(Excellence in Schools [1997])

Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
(Ofsted [2015])

1. Aim

Holy Trinity Primary School is committed to providing the best possible quality of education to all learners. To help achieve this commitment, our homework system is designed to ensure that parents / carers and carers can support children's learning at home. We believe homework is important as it gives children the opportunity to practise and reinforce tasks done in school and helps them work towards improving key skills; it also helps children to become confident and independent in their learning.

2. Definition

'Homework' is defined as being any work or activity that pupils are asked to undertake outside of 'school hours', either independently or in conjunction with a parent or carer.

3. The Purpose of Homework

The main purposes of homework are:-

- To consolidate school learning.
- To enable parents / carers to support their children's learning.
- To encourage pupils to develop the organisational skills, responsibility and self-discipline in a different setting.
- To help children develop skills necessary for independent study, e.g. self-discipline, organisation, concentration.

- To help parents / carers be more aware of the sort of learning their child is undertaking in school.
- To assist teacher assessments.
- To prepare children for the demands of the next stage in their education.
- To consolidate skills and understanding beyond the classroom.

4. What is the role of the school?

- To provide parents / carers with a clear policy regarding homework.
- To ensure this policy is fully and consistently followed.
- To provide support for parents / carers with information about homework.

5. What is the role of the teacher?

- To plan and set a programme of homework that is appropriate to the needs of the child.
- To ensure all children understand the homework they have been given.
- To mark and give feedback about homework.
- To be available to talk to parents / carers and children about homework.
- To inform parents / carers if there is a problem regarding homework.

6. What is the role of the parent / carer?

- To support the child in completing homework.
- To ensure the child completes homework to a high standard and hands it in on time.
- To provide the appropriate conditions for the child to complete the homework.
- To provide the appropriate resources for the child to complete the homework.
- To make it clear to the child that they value homework.

7. What is the role of the child?

- To ensure they have everything they need to complete homework each week.
- To make sure they understand the tasks that have been set.
- To put in the same level of effort as would be expected of class work.
- To hand the homework in on time.
- To take on board any feedback about homework.

8. What type of work will my child get?

We will aim to set homework:

- which will challenge the children;
- which is clearly differentiated when appropriate;
- with reasonable deadlines, so that it does not interfere with out of school commitments. (Deadlines will vary from class to class, but children will never be expected to complete homework overnight or just over the weekend.)

9. Homework in Reception

Learning together is the emphasis for children in Reception. It is an ideal time to lay the foundations for continuing work at home.

Reading and Phonics

Starting in the Autumn term and continuing all year, the main emphasis is on reading at home. This should be done in two ways:

- Adults reading to children. Parents / carers should encourage children to point to words as they are being read. Discussion about the books is also important.
- Children reading to an adult. Children will start bringing books home to read to an adult. Again, encouraging the child to point to the words as they are being read is important. Discussing the story and the characters and asking questions about the book will help with the child's understanding of language.

Mathematics

Each week parents / carers will be provided with ideas to support the learning covered whilst in school.

How much time should be spent on homework?

In Reception we recommend approximately 15 minutes per day on reading and phonic based activities and an additional 15 minutes on mathematics each week.

10. Homework in Key Stage 1

For children in Key Stage One, we encourage parents / carers to work together with their child to support them with their homework. The emphasis remains on reading and spelling / phonic skills, and also includes ways in which children can be supported with important numeracy skills.

Reading

Reading on a daily basis is vital. Children should bring their reading books home every evening, and the role of the adult is to listen and support them. It is important to remind them to use different strategies to read new words i.e. using their phonics knowledge to sound words out, looking at the pictures and looking for words within words, are ways in which the child can read an unknown word. Reading aloud encourages fluency and accuracy which is not possible when children read to themselves.

Just as important is discussing the book to check that the child has understood what they have read to encourage inference and prediction. Children will have a reading record which parents/carers should sign or comment in each time they read with the child.

Phonics and High Frequency Words

Children will have daily phonics lessons throughout Key Stage 1, which will also include ways that children can build up a secure sight vocabulary. It is vital that children build up a bank of words which they can read and spell on sight. Children will bring home some words each week for them to read, write and learn. Parents / carers can help children to learn these, by practising them regularly and often. Children will often receive the same words again in order to practise them further. Children should have the opportunity to practice their words over the summer holidays.

Mathematics

Children will be given homework to develop important numeracy skills. Parents / carers can support their child by giving them lots of opportunities to practise these skills. Teachers will sometimes send home key number facts and shape names to learn or set simple supportive tasks through the My Maths online homework system. The children will also be given times tables to learn from the *Mighty Multiples* scheme.

Homework Task

Children will be given a homework task grid with a wide variety of tasks supporting their school-based learning. The children will be expected to complete one task per half-term. Work could be linked to any other curriculum area, Science, Geography, History and so on. It could take many forms, preparing a talk, completing a piece of research or conducting an interview. The nature of this work may be more open-ended than in other areas.

How much time should be spent on homework?

Children should be supported to complete their homework, depending on the child's age and ability. We recommend 5 minutes spelling, 5 minutes on time tables and 15-20 minutes reading on a daily basis.

11. Homework in Key Stage 2

As children get older, homework provides an opportunity for them to develop the skill of independent learning. It is important that parents / carers support their children, but good habits of independent study should be encouraged. The main focus for homework in Key Stage 2 continues to be English and mathematics, however children will be given more varied tasks in other areas of the curriculum.

Reading

Children should read with an adult once a day. The story and characters should be talked about and new words discussed. Older children need a clear understanding of the text that sometimes will go beyond the literal meaning. Children will read texts that are more detailed and will take longer to read. They should be encouraged to read all types of texts including non-fiction. Reading aloud encourages fluency and accuracy which is not possible when children read to themselves.

Spellings

Children will be set weekly spellings to learn in line with the National Curriculum. They will be set a variety of tasks that will enable them to learn the spelling in context. This is especially important as we expect the children to be able to apply their spelling knowledge in their writing tasks.

Mathematics

This will also be based around what the children will be learning in class. Teachers will sometimes send home key number facts and shape names to learn or set simple supportive tasks through the My Maths online homework system. The children will also be given times tables to learn from the *Mighty Multiples* scheme.

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forms, preparing a talk, completing a piece of research or conducting an interview. The nature of this work may be more open-ended than in other areas. Children should be encouraged to vary the style of their homework task each half-term e.g. not choosing an art-based topic every time.

How much time should be spent on homework?

In Year 3 and 4 15-20 minutes reading (5x per week minimum), 15-20 minute tasks in mathematics, In Year 5 and 6 20-30 minutes reading (5 x per week minimum), 20 minute tasks in mathematics.

12. Special Educational Needs

The purpose of homework outlined at the beginning of the policy should equally apply to children with special educational needs. It is important that children with special educational needs do as much in common with other children as possible. Setting appropriate homework that does not demand too much or too little of children and their parents needs close co-ordination between parents/carers, class teachers and the SEN team.

If homework creates excessively negative or stressful situations at home, it is imperative that the SEN team and class teachers are informed, in order that a solution can be agreed. Some children may benefit from tasks to support their intervention programmes in school. This will be discussed and agreed with the child's parents /carers.

Tasks should:

- Support and nurture children's self-esteem.
- Be purposeful, so the child knows what they are learning and why.
- Have a very clear focus and time-guideline.
- Give plenty of opportunity for the child to succeed.
- Help develop social as well as other skills where necessary.
- Be varied and not purely written assignments.
- Be manageable for teachers.

13. How can parents / carers find out more information about homework?

Homework grids will be provided termly for open-ended tasks. Teachers will have different systems for handing in homework and they will tell parents / carers and children about this at the beginning of the year. If parents / carers need advice on how to support their children with homework then they can speak to the child's class teacher.

What will happen if children don't complete their homework?

Holy Trinity School has an expectation that children will complete their homework. However if for any reason children are unable to complete their homework, parents / carers should provide the class teacher with a note or contact the class teacher explaining why the homework has not been completed on the day it was due to be returned to school. Teachers will keep records of children completing homework and these records will be checked on a regular basis. Without extenuating circumstances a child could miss playtime or some of a lunch time, if they have not completed homework in order to catch up.

What if a child says they have received no homework?

If there is any reason why a child has not received homework, their teacher will inform parents / carers. If parents / carers have not received a letter, then they should check with the child's teacher.

How will the homework be marked?

Spellings and times tables will be tested weekly as appropriate. Teachers will mark children's homework in a variety of ways. Generally the work will be initialled by the class teacher to show they have marked it. Sometimes the work will be 'quality marked'. This is when a piece of work is marked in detail and comments about future progress are added to the work. On other occasions the work may be marked orally with the child or the class, and 'Verbal Feedback Given' will be written on the child's work. Teachers generally will not mark homework that is handed in late. If a child has experienced difficulty, the class teacher will make a note of this in his/her assessments or show the parent how they can help the child overcome the problem.

14. Homework Provision

YEAR GROUP	HOMEWORK ACTIVITY	TIME AND FREQUENCY
Year R	Reading and phonics Mathematics	15 minutes daily 15 minutes weekly
Year 1	Reading Mathematics related to class work (optional) Phonics / Spelling Mighty Multiples	10 minutes daily 10-15 minutes weekly 5 minutes daily 5 minutes daily
Year 2	Reading Mathematics Phonics/Spelling Mighty Multiples Half termly task	10 minutes daily 20 minutes weekly 5 minutes daily 5 minutes daily Task dependent
Year 3	Reading Spelling Mathematics Mighty Multiples Half termly task	15-20 minutes daily 5 minutes daily 15-20 minutes weekly 5 minutes daily Task dependent
Year 4	Reading Spelling Mathematics Mighty Multiples Half termly task	15-20 minutes daily 5 minutes daily 15-20 minutes weekly 5 minutes daily Task dependent
Year 5	Reading Spelling Mathematics Mighty Multiples Half termly task	20-30 minutes daily 5 minutes daily 20 minutes weekly 5 minutes daily Task dependent
Year 6	Reading Spelling Mathematics Mighty Multiples Half termly task	20-30 minutes daily 5 minutes daily 20 minutes weekly 5 minutes daily Task dependent

15. Children receiving additional support

Children who attend additional support groups may receive extra work to be completed at home. This will be specifically to reinforce the learning they have received in the support group.

16. Withdrawal from Learning

If children are away due to being withdrawn from learning during term time, their class teacher will not set any 'holiday homework'. However, parents / carers will be expected to help their children to read, practise multiplication tables, etc.

17. Emergency Closures

In the event of Emergency Closures homework tasks will be communicated via an agreed method for each class e.g. VLE, email etc.

18. Monitoring and Evaluation

Teachers should inspire all children to want to complete homework by creating a culture in their classrooms where homework is valued and celebrated. Children's work will be rewarded, as for daily school work, by inclusion in displays, showing at Achievement Worship, developmental marking etc.

Teachers will keep a record of homework which can be shared with parents / carers and will be commented upon in Annual Reports. Where homework is persistently not completed, teachers should support parents / carers in understanding the value of homework.

The implementation of this policy will be monitored by the Senior Leadership Team and the Governing body on a regular basis.

Written: January 2016

Reviewed and approved by staff and Staffing & Curriculum Committee: Jan 2016