

Homework Policy



St Michael's Primary School

Policy Approved by staff and governors: September 2015
Review-Annually: October 2016,2017 parent survey, July 2018 .

ST. MICHAEL'S C.E. (AIDED) PRIMARY SCHOOL

GUIDANCE AND STRUCTURE:

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|---|--|---|--|
| <p>Develop a love of reading Consolidate basic maths skills/Applying and using maths skills in real contexts Creative Topic Work</p> | | | |
| <p>Other recommended activities develop key life skills – social skills, collaboration, evaluation, problem solving, managing feelings. They are also important in developing a child's vocabulary.</p> | | | |
| EYFS | <p>Reading - with an adult Books changed on certain days.</p> | <p>Weekly maths activity phonics/reading</p> | <p>Family projects/ playing games and practical maths activities</p> |
| Year 1 | <p>Reading - with an adult Books changed: Monday Word Books</p> | <p>Word Books Bi Weekly: maths activity Out on Friday In on Thursday</p> | <p>Occasional 'Show and Tell' preparation or topic research. Family projects</p> |
| Year 2 | <p>Reading - with an adult Books changed: Monday</p> | <p>Word Books Bi Weekly: maths activity Out on Friday In on Thursday</p> | <p>Playing board games Practical Maths Activities: Money – counting, going shopping, and calculating the change, currency conversion Upper KS2.</p> |
| Year 3 and 4 | <p>Reading - Where possible with an adult Parents are requested to hear their child 'performance read aloud' on a regular basis as a standalone skill.</p> | <p>There will be one piece of maths reading and writing per week over a half term given out in rotation.</p> | <p>Cooking- measuring and weighing, calculating cooking times. Upper KS2 calculating total weight, using scales accurately.</p> |
| Year 5 and 6 | <p>Reading - Parents are requested to hear their child 'performance read aloud' on a regular basis as a standalone skill.</p> | <p>There will also be 4 challenges based around the wider curriculum.</p> | <p>Telling the time- KS1 o'clock, half past, quarter to and past KS2 5 minute and 1minute accuracy. Using timetables for travel. Calculating time intervals between TV programmes, bus journey's and car journeys.</p> |

We believe homework is a key aspect of learning. Homework helps children improve important skills. We believe that homework is a valuable opportunity for children to share with their parents/ carers things they have been doing at school.

Through our policy we aim to:

- Ensure a consistent approach across the school

- Ensure progression towards independence and individual responsibility
- Ensure parents/ carers can support their child more effectively
- Extend and support learning
- Provide opportunities for parents/carers and children to work in partnership and enjoy Learning experiences

Homework will focus on the whole school priorities for that academic year:

2016 1. Fostering a love of reading

2. Developing maths skills and their application to real life situations

We believe reading is a key aspect of developing a child's learning. We value parents and carers reading with and to their children because it allows them to enjoy texts they might not be able to read alone, therefore improving many key skills which enable a child to access the wider curriculum.

English and Maths skills across the curriculum

Spellings are set from Age Related expectations. English will be set to support both reading and writing skills. Maths will be set to develop mental maths and problem solving activities. It will also consolidate skills taught in class.

Parents can support their child to develop fast recall of number bonds to 10 and 20, then 100, and then tables to 12 x. By Y4 children are expected to be able to recall all their tables. It is also valuable to develop skills in real life contexts so children make links with their learning e.g. cooking to develop maths skills relating to weight, using time tables for trains and buses, telling the time, finding focussed sight words in books/ magazines/ newspapers. Guidance on age group expectations can be found on the school website.

Improving key life skills

Social skills, evaluation skills, problem solving, managing feelings and working collaboratively are key life skills. Developing key life skills improves children's motivation and approach to life and learning. Working together as a team/ sharing/ communicating feelings develops a confident child who has no fear of getting things wrong or having a go! Activities/ games/ helping around the house can develop maths and English skills but also vital life skills and are fun too!

For example:

- Board games - Playing scrabble is a great way of learning to spell but also teaches turn taking, solving problems, losing! The game 'Articulate' develops children's vocabulary and speaking and listening skills.
- Card games are great for developing mental maths, independence, patience!
- Dominoes are a great way to learn number bonds.

Aims of homework:

- Consolidate and extend learning
- Practise skills
- Rehearsal
- Preparation
- Positive parent/ child time.

Homework may be set to support a specific and identified need in comprehension, tables or number bonds, sentence work, handwriting or grammar. These will be specific, and time limited.

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| Role of Governing Body | <p>The Governing Body:</p> <ul style="list-style-type: none"> • Delegated powers and responsibilities to the standards committee and to the Headteacher to oversee the development of this policy • Responsibility for the effective implementation, monitoring and evaluation of this policy |
| Role of the Head teacher | <p>The Headteacher will:</p> <ul style="list-style-type: none"> • Promote this policy by raising it's status and importance • Ensure that homework is built into teachers planning • Provide supportive guidance for parents • Keep up to date with new developments with regards to homework • Monitor and evaluate this policy |
| Role of the teachers | <p>Teachers must:</p> <ul style="list-style-type: none"> • Integrate homework into their planning • Set interesting tasks and activities • Set homework appropriate for each child • Explain when, what and how the work is done so that each child clearly understands • Provide opportunities for sharing of homework tasks in class and provide feedback |
| Role of the parents/carer | <p>Parents/ carers are asked to:</p> <ul style="list-style-type: none"> • Support the homework set • Read with your child and make a note in the reading record book. • Support the school in explaining to children that homework is valued and aids learning. • Encourage pupils and praise them when homework is completed. • Be actively involved in the homework of your child. • Make the experience pleasurable • Discuss, encourage and praise • Contact the class teacher/ school if you are not sure of some aspect of the homework or your child is experiencing difficulty doing it • Contribute to the school parent questionnaires so the school can monitor the effectiveness |
| Role of the children | <p>Children are asked to:</p> <ul style="list-style-type: none"> • Complete their homework and hand it in on time • Listen carefully in class to make sure they understand what is asked of them • Contribute to pupil interviews and pupil questionnaires on homework for the school to monitor and evaluate • Make sure they get feedback for their homework • Complete homework using appropriate writing materials • Have a go at all homework activities |

Organisation:

- A Homework timetable will be set by the class teacher and communicated by letter and at the whole class parents meeting at the start of the year.
- Homework will be based in one book for English and one for maths.
 - The teacher will provide a clear instruction sheet each week, where relevant, which will be glued into the homework book for reference
- Homework guidance and reading guidance will be attached to the homework book for reference
- Useful information of age related resources such as websites/ games/ good reads!

Equal Opportunities and Additional Needs

Homework activities will be differentiated, where appropriate, to ensure the needs of Pupils are best met. Work/ projects produced by children is valued and celebrated through display, discussion, assemblies

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

If a child has difficulty with the work, then we would expect them to ask for support from the class teacher before the due date to ensure they are able to complete the work, or alternative work can be given. This is useful information as it informs the teacher about the independent capabilities of the child. A member of staff also operates a homework club two lunchtimes a week. And support is available at our WRAP club after school if your child stays for that service.

The expectation is that children will complete their homework. However, if for any reason children are unable to complete their homework, parents or 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 that the homework 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. A comment will be made on the children's termly report.

There may be occasions where the child will be asked to attend the homework club or miss some playtime or lunchtime, if they have not completed homework.

Monitoring the effectiveness of this policy:

The effectiveness of this policy will be reviewed annually or when the need arises, and the necessary recommendations for improvement will be made to the governors.

Date: October 2015
Reviewed October 2016
Reviewed June 2018

Signed: Mrs A Drayton on behalf of the Governing Body