

Homework policy

Smallwood CE Primary Academy



Approved by: Iestyn Lewis

Date: September 2023

Last reviewed on: Summer 2023

Next review due by: Summer 2024

Contents

1. Aims

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. At Smallwood CE Primary Academy we have a strong commitment to parental involvement and see homework as one way of developing this partnership.

2. 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 the chance for some one-to-one adult time;
- 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 times tables, doubling facts, addition sums, spellings, 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

Whilst we support all of the above key principles, Smallwood CE Primary Academy is not a school at which homework dominates home and school life. We accept that not every activity will capture children and parents' imagination and that weekends can sometimes be busy. We believe that homework should be enjoyable and manageable for all concerned and that if it becomes a chore/burden/source of conflict it ceases to be a constructive aspect of teaching and learning. Individual teachers are happy to give advice. We hope the children are motivated by positive incentives and by the tasks themselves; children are not punished if they fail to complete the work. However discreet homework registers are kept and if a child consistently fails to complete and return tasks, this is discussed with the child and their parents.

4. Our Routines and Expectations

In order to keep things simple, all classes will follow the same homework routine: -

All homework will be set on a Monday to be completed by the following Monday, with the exception of decodable readers in EYFS & KS1 which will be shared on a Friday in line with our phonics programme of study.

Please see the table below for Key Stage arrangements for homework:

	EYFS	Key Stage 1		Key Stage 2
Reading/ Phonics (fluency) <i>*Please record and sign all instances of reading that take place at home. A minimum of 4 signatures per week are required in diaries but daily reading is recommended.</i>	3 x 10 minutes of reading time (decodable reader). Daily reading (levelled reading book) Reading Rockets (common exception words)	3 x 10 minutes (decodable reader) Daily reading (levelled reading book or Accelerated Reader book within ZPD range). Reading Rockets (common exception words) * It is also useful for children to also be read to by parents e.g. bed time story which allows children to have lots of exposure to modelling of tone, intonation, expression, etc.		5 x 15 minutes of reading time (reading book from within ZPD range). *Children should read aloud to an adult where possible to support their development of reading fluency and expression.
Reading (comprehension)	-	Additional time should be spent discussing what the children are reading and what they know about what they have read, e.g. literal and inferential style questioning. *Where children are accessing Accelerated Reader, they should complete the linked comprehension quiz upon completing their book.		Children to complete the linked comprehension quiz on Accelerated Reader upon completing their book.
Spelling/ Phonics	Phonics Booklet Maximum of 1 x worksheet per week	<u>Year 1</u> Spelling list with 10 words.	<u>Year 2</u> Spelling list with 10 words.	KS2 spelling lists with 10 words.
Maths	A combination of consolidation	Year 1	Year 2	1 x worksheet per week

	<p>tasks and practical activities / games to be played with parents.</p> <p>Maximum of 1 x worksheet per week</p>	<p>1 x worksheet per week</p> <p>Focus- +/- key number facts</p>	<p>1 x work sheet per week</p> <p>Focus- +/- key number facts, Multiplication and Division Facts for 2x 5x 10x</p>	<p>Focus- Multiplication and Division Facts.</p>
Foundation Curriculum	<p>Class teachers will share a 9 x 9 homework grid linked to the next topic in the last day before each half term. All children should complete the middle square by the end of the second week back of the new half term, but the other 8 squares will be optional and worth 5 dojo points each.</p> <p>Activities set will be linked to the topic, science unit and the wider foundation subjects.</p>			
Other	<p>In addition to the standard format, where the teacher feels that there are areas of need, children may be provided with extra one-off pieces of work or booster packs.</p> <p>These could be:</p> <ul style="list-style-type: none"> •‘Same Day’ consolidation tasks which support the learning that has taken place in school that day; this is designed to increase confidence and accuracy in preparation for the following lesson. •Handwriting exercises e.g. Fine motor skill activities, letter formation or handwriting packs. •Revision packs at specific times of year - Phonics packs, Y2 booster pack, Y6 booster packs 			
Rewards and Sanctions	<p>Praise from both teachers and parents/carers.</p> <p>Children will be rewarded in class with stickers and/or Class Dojo points for their efforts.</p> <p>Consideration is always given for children with special circumstances communicated from parents.</p> <p>Teachers will keep a record of homework submitted to track that homework is being completed consistently.</p>			

The work should always have been explained and discussed in class before coming home; it may be a continuation of classwork, or a maths game already familiar to your child. It is our intention, and good practice, not to send work home that the child cannot already do. Parents are not expected to teach new skills.

If you take holiday during term-time, something we actively discourage, teachers should not be asked to set additional work

5. What to do if you have concerns

If you find the homework inappropriate for your child, if they lack interest, if it becomes a battleground or if you are concerned that homework is given inconsistently, please talk with your child's teacher in the first instance.

If you still have concerns, please talk with Iestyn Lewis, the Headteacher.

Appendix

1- Example of 9x9 half-termly homework grid

Hazel Class, Autumn 1 <u>Antarctica</u>		
<p>Make a model of Ernest Shackleton's ship 'Endurance.'</p> 	<p>Create a piece of artwork based on the landmark 'Blood Falls.'</p> 	<p>Make a periscope and explain to the class how it works.</p>
<p>Write a newspaper article about a group of explorers reaching the Antarctic. Think of an attention-grabbing headline, use the correct tense and include some quotes. Your article can be based on fact or be completely fictional.</p> 	<p>Create a fact file on Ernest Shackleton.</p> 	<p>Create a poster that advertises the Antarctic as a holiday destination. How will you persuade people to go there? What will they see?</p> 
<p>Create a poster comparing the main geographical features of Antarctica and The Arctic.</p>	<p>Origami penguin craft.</p>  <p>Easy Origami Penguin Craft for Kids (artsycraftsymom.com)</p>	<p>Read a book linked to the topic of Antarctica.</p> <p><u>Book list:</u> Shackleton's Journey Ernest Shackleton: little people, big dreams Ice Trap!</p> 