

Homework Policy



Approved by:

[Name]

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HOMEWORK POLICY

At Hutton Henry CE Primary, we provide all children with homework to enable them to practise skills and learning they have already done in school. Sometimes the aim is to repeat something done in class as a practise exercise. On other times, the homework will ask children to apply their learning to a new context. At all times, however, children will not be given work to do at home that they have not learned in school unless it is a project which asks them to find out about something new. For example, Open Homework.

Our Aims

We aim to provide opportunities for parents/carers to work alongside their child or children to support their learning in school. This is because we want to work as a partnership in your child's learning – school, the child and their parents working together to help your child to reach their potential. Whilst we support all of the key principles of homework, we do not believe homework should dominate 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. We do not specify amounts of time that must be spent on a task, preferring individual children and families to set their own routines. It is, however, important that home routines do allow for set homework to be completed each week.

We value the support of parents/carers and we believe that this policy will be successful if there is a strong partnership between home and school which is reflected in the Home-School Agreement.

Children will receive a combination of this homework over the course of a term. It has been designed to encourage a gradual progression of skills and expectation so by the time children reach Year 6 they have established a clear routine in preparation for comprehensive school. Most of the homework is provided for completion over the course 5 days (to allow for turnaround time) or a term so it can be made to fit around family lifestyles and commitments. Other homework e.g. reading, multiplication tables, spellings are proven to be better when completed in shorter daily sessions. We encourage the children to 'read for pleasure' across a variety of genre. Online platforms are used for many of the homework tasks such as Mathematics, Spelling Shed and Bug Club.

As guidance only, we suggest the following as good practice:

Reception and Year 1 – to learn nursery rhymes, songs and read books together. Talk about the difference between pictures and words, titles, authors' names and predict what will happen next in the story. Read poems and rhymes and information books as well as stories. Children will have letter/phonics work to do at home and games to play. Once children can read, they should read their school book every day for approximately five minutes every single day. Pre readers will have Sound Books and picture books to practise regularly to develop pre reading skills.

Year 2, Year 3 and year 4 – To read their school book or another book every single day at home for around ten to twenty minutes. Discuss the way we read punctuation as well as words, how bold or italic words are read differently. Look for how advanced punctuation is used. For example, speech marks, brackets, commas, apostrophes etc. It is very important that adults discuss these things with their child as they are not likely to notice them on their own.

By year 2, all children need to learn their 2x, 5x and 10x tables fluently.

By year 3, all children need to continue to practise their 2x, 5x and 10x tables but to also learn their 3x, 4x, 6x, 7x, 8x and 9x tables.

By year 4, all children need to consolidate their times tables and improve the speed of their recall and learn what the corresponding division facts are. For example, $7 \times 6 = 42$. Also $42 = 7 \times 6$.

Year 5 and Year 6 – Many of the aspects of year 5 and 6's homework is in line with the homework for years 2 to 4 but it requires much more depth of study. Children may receive homework covering other areas of the curriculum and their work will begin to require more concentration and self-application. Reading should increase to include regular sustained periods so that children develop the habit of 'getting into a good book'. (Reading a few pages every few days inhibits this). Although fluent readers are likely to be reading independently by this age, parents/carers still need to hear them to read out loud to develop their fluency in harder text types. Developing readers will still need reading support on a daily basis.

Year 6 children will also receive practise test papers to help them become familiar with the SATs test format. By year 5 and year 6, it is expected that all children should have fluent recall of their times tables. Children forget them if they are not used, so a regular (daily if possible) quick and short tables quiz would help your child retain what they have learned.

Homework tasks will vary from week to week and between classes, however the details can always be found in your child's homework book. This will also contain all of the passwords for online learning platforms and should be returned to school weekly.

It is our policy not to give homework over the holidays and half term breaks. The exception will be where the parent and teacher agree extra work would be beneficial or for Y6's in the run up to SATs week.

Homework handed in late will be accepted but may not be marked by the class teacher.

Open Homework

To support curriculum changes and in line with our approach to teaching thinking skills, we set an 'Open Homework' task, for Autumn and Spring term. The children will simply be given a project title based on the term's topic but this can take the form of whatever they choose. At the end of the term, they will be asked to bring in their completed project so that they can share it with the rest of the class.

Beyond an inspirational word, idea or object the children will be given absolutely no guidance whatsoever. The answer to any question about what to do or how to do it should be, "You can decide." Initially the children may find this difficult, as they are used to having clear guidelines and expectations, but by removing the boundaries, we will remove the limits and the results can be exceptional. Parental involvement is not discouraged, as it is a useful opportunity for discussion and 'doing something together'. However, children should be encouraged to follow their own ideas and interests.

Our staff hope that you can support us in getting the balance right. We want to work together with you to do help your child be the best they can possibly be and reach their full potential. If you have any concerns about the homework set, or, you feel that the homework is not just right, please make an appointment to see your child's teacher.

It is worth noting that when children deliberately do not attempt to do homework (and this does not include when family emergencies occur), children may be required to remain inside during their own time to complete their work, particularly in Upper Key Stage 2. We are clear that we expect everyone to be treated equally and all children are required to complete homework.