

KESTON CE PRIMARY SCHOOL

Homework Policy

Date: October 2020

Review: October 2022

Learning out of school is an essential part of a good education. Regular homework is important, since it gives pupils the opportunity to practise at home the tasks done in class, and helps them improve important skills. It also encourages children to become confident and independent in their learning, which will help throughout their time at school and later, in adult life. This policy has been devised with the help of children, parents and staff.

Homework activities are an important part of the home/school partnership.

All children are expected to take part in a variety of homework tasks to enhance and support their learning in school.

It is vital that homework is completed by the child; however KS1 children may need prompting. If a child needs help then the parent/carer should indicate this on the homework: it is helpful stating how much support was needed. If a child has not finished, but has spent substantially more than the allocated time allowed (see approx timing on the homework guidance sheet) then please sign and note how long it has taken. If children use web sites for research any written work MUST be in their own words not copy and paste. Children should therefore be encouraged to read the information and then write/type in their own words.

If a child is absent then a copy of the homework if appropriate is put in the 'going home tray' . It is the child's responsibility from Y2 upwards to ensure they have their homework and ask for another copy if they mislay their copy.

Purpose

- To ensure progression towards independence, confidence and self discipline needed to study on their own, preparing them for the requirements of secondary school.
- To enrich and support learning.
- To provide parents and pupils the opportunity to enjoy learning experiences together.
- To ensure parents/carers have a clear understanding of expectations for themselves, the pupils and the school.
- To ensure a consistent approach throughout the school.

Equal Opportunities and Inclusion inc Special Needs, the More Able

We recognise that our pupils bring with them a wide variety of behaviours influenced by life experiences outside school. We aim to respond to each case professionally, objectively and compassionately. We are sensitive when working with children and families with specific needs and experiences and we continuously seek ways to promote successful partnerships. The basis of differentiation will vary dependant on the needs of each case but we will take into account the views of parents, staff and external agencies together with any special educational need or Education, Health and Care Plan. We will also ensure compliance with the Trust's equality policy taking into account pupils with protected characteristics and making reasonable adjustments for pupils with a disability within the meaning of the Equality Act 2010. This policy should be read in conjunction with the Trust's Equality Policy <https://www.aquinastrust.org/about/policies>.

Regard is taken of equal opportunities, gender, culture and race and ability when setting homework. Reading books correspond to the children's ability; spellings are differentiated to at least two levels. Other homework is differentiated (different levels) where appropriate which often includes enrichment for the more able.

Recommended time allocation

Our set homework schedule is approximately in line with the Government's recommendations, which are:

Years 1/2 – 1 hour per week (reading, spelling, other literacy/number work)

Years 3/4 – 1.5 hours per weeks (literacy and numeracy as for Y1/2, learning Logs and occasional projects in other subjects)

Years 5/6 – 30 mins per day (regular weekly schedule with continued emphasis on literacy and numeracy, but also ranging widely over the curriculum)

Marking, Feedback and Reporting

All homework is valued by staff, is marked, recorded and feedback is given if appropriate to the child. Homework achievements can be celebrated with the children in the following ways: housepoints given, Headteachers Award and mentioned in the newsletter, shown in Friday achievement assembly, put on display around the school. Homework is placed in a homework folder or in the appropriate subject file/book.

Home/School Information

There are a variety of strategies in place to develop sound partnership with parents through:

- Class information sheet sent home at the beginning of the year highlighting the basic timetable, homework, systems of the class.
- Mind-Maps are sent out every half term highlighting the curriculum to be covered.
- Numeracy Target Booklets are given out each term, giving objectives to be attained and examples of games to play.
- Numeracy Method Booklets are given out to explain to parents the methods children use in their maths work.
- Half-termly personalised targets for literacy and numeracy are given to children
- Information events across the school throughout the year to give advice on homework – maths workshops, Reception induction meeting, SATs meeting.
- Parents Consultation Meetings
- Yearly School Improvement/other questionnaires
- The school weekly newsletter occasionally has suggested extra activities such as competitions
- Home-School Agreement
- School Web-Site
- Weekly Wednesday 'Drop in time to see the teacher' 3.20-3.50pm (During the Covid-19 pandemic these times have been revised).

Reading records

Every child is given a reading record to record the books which they have read. Parents should hear and discuss the book with their child if possible every day and sign the record when the book is completed. As the child gets older (Y5/6) it is acknowledged that the children will read more independently, and the children are expected to fill out the diary, but parents should still commit themselves to discussing the content and vocabulary. Diaries are monitored by the class teacher or support staff approx every 3 weeks, which are initialled.

Homework Diaries

Homework Diaries are given to Y4, Y5 and Y6 children, to encourage them to take responsibility for ensuring they have sufficient information to enable them to undertake the homework. They are a good form of communication between parents/carers and school, so comments may be written in them from both parents/carers and staff. However they will not be checked daily so if a parent has a comment for the teacher then children should present their diary to the teacher. Parents and staff should initial comments to show they have been read.

Book Reviews

Book reviews are requested from time to time in KS2 on completion of books read.

Pupils are expected to;

- Try their best and do it themselves
- Tackle homework promptly and with a positive attitude
- Take pride in presentation and content, acknowledging the high standard expected, ie KS1 children should use a pencil, for high quality presentation.
- Be organised so that necessary books and equipment are not left at school:
- Take responsibility for handing in completed tasks on time.
- Be responsible for obtaining homework from their teacher if they were absent.

- Inform the teacher if they need more help

Parents are expected to:

- Provide somewhere peaceful for children to work without the television or other distractions
- 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 younger children in particular
- Give support if needed, but not to give answers
- Sign and date their child’s homework when they are satisfied it is of an acceptable standard, making any relevant notes if they required support etc.
- Remind children if they are using a computer for research, any text they produce should be in their own words.

Staff are expected to;

- Provide a range of homework activities to consolidate and enrich learning.
- Encourage the children
- Give clear instructions of the activities given.
- Ensure the children know high standards are expected
- Mark the homework and provide explanations if required
- Keep parents informed of children’s progress, projects and topics to be studied and their child’s targets.

Links

Numeracy Target Booklets, Mind-Maps, Numeracy Method Booklets on + - x ÷ , Internet Access and Acceptable Use Policy, Curriculum, Teaching for Learning and other school policies

Homework Schedule and Guidelines

Reading should be at least 5 times per week. Times are approximate as it is impossible to give precise times for all activities. Parents are asked to use their judgement.

Year Group	Homework Activity
Reception	Daily: 10 minutes reading Teach Your Monster to Read Weekly Learning Log Weekly phonic sounds and Key words covered
Year 1	Daily: 10 minutes reading. (home reading book, RWI reading book, library book). Daily: Number bonds practice to 10 and then 20 – (4+6=10) Weekly spellings (from RWI group) Weekly numeracy (approx 15 mins) and Mathletics on line Individual Numeracy and Literacy Target
Year 2	Daily: 15 minutes reading (home reading book, RWI reading book, Library book) Daily: Number bonds practice to 10 and then 20 – (4+6=10), X tables practice Weekly Spellings Weekly numeracy (approx 15 mins) and Mathletics on line Occasional topic activity Individual Numeracy and Literacy Target
Year 3	Daily: 15 minutes reading. Number bonds practice to 20 and X tables practice. Weekly spellings and sentence work Weekly numeracy activity (approx 15 mins) and Mathletics on line Learning Log (every half term approx.) Individual Numeracy and Literacy Target
Year 4	Daily: 15 minutes reading, Number bonds practice to 20/100, X table practice Weekly spellings and sentences Weekly numeracy activity (approx 15/20 mins) and Mathletics on line

	Weekly literacy (approx 15/20 mins) Mini Projects throughout the year Individual Numeracy and Literacy Target
Year 5	Daily:20 minutes reading, Number bonds practice to 20/100, X table practice Weekly spellings Weekly numeracy activity (approx 20 mins) and Mathletics on line Weekly science activity (approx 20 mins) Weekly literacy activity (approx. 20mins) Long term project Individual Numeracy and Literacy Target
Year 6	Daily: 20 minutes reading, Number bonds practice to 20/100, X table practice Weekly spellings Weekly numeracy activity (approx 20 mins) and Mathletics on line Weekly literacy activity (approx 20 mins) Weekly science/topic activity (approx 5/10 mins) Long term projects Individual Numeracy and Literacy Target SATs Revision Period: Daily Literacy and Maths

Other Homework

On occasion, if staff feel work should have been completed in the allocated time given in school, then the unfinished work will be sent home and it is expected to be returned completed the next morning. This will be extra to the above homework.

Data Protection Legislation

As a result of the Trust's statutory responsibility, the Trust will receive personal data, some of which will be sensitive personal data. The Trust processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act 2018 (DPA). The Trust complies with the requirements of the data protection legislation as detailed in the Trust data protection Policy. All staff are aware of the principles of data protection and will not process personal data unless necessary. The Trust safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the Trust and the relevant academy has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.