

Gateway Federation Gorsley Goffs Primary School Lea Church of England Primary School and Gateway Lodge Nursery.



Homework Policy

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| Written by: | SLT in consultation with staff. | |
| Reviewed | Spring 2024 | |
| To be reviewed | Summer 2027 | |
| Signed Governors | Rachel Marshall Curriculum Chair | Date: March 2024 |
| Signed Executive Head Teacher. | S Manning | Date: March 2024 |

The Gateway Federation

HOMEWORK POLICY

Purpose of Homework

We believe that the purpose of homework is to:

- To provide clear guidelines and expectations for homework in our schools, while incorporating a Christian ethos, for example homework with your child provides opportunities for time together as a family. Homework could also reflect values.
- To enrich and deepen the children's learning around their Imaginative Learning Topics.
- develop an effective partnership between the schools, parents and other carers in pursuing the aims of the school;
- consolidate and reinforce skills and understanding, particularly in English and Mathematics;
- prepare children for the requirements of secondary school;
- reinforce school learning, for example through additional reading;
- encourage children as they get older to develop the confidence and self-discipline needed to be independent learners;
- provide opportunities for parents and children to work together and to share and enjoy learning experiences.

Type and Amount of Homework

- The school recognises the importance of children participating in out of school activities and interests and actively encourages these pastimes and that homework should not prevent children following such interests.
- Homework will generally be set at the beginning of each term / ½ term's **Imaginative Learning Project**, via a homework task sheet. It will support our **inspiring, challenging, and progressive** curriculum and it will include a range of curricular areas linked to the current topics. It will include research activities, art, maths, writing etc. and we will ensure that children who have SEND or EAL are appropriately supported, to be able to complete homework activities too.
- Regular reading is vital. In the Foundation Stage and KS1 homework largely consists of regular reading and phonics with parents and carers. Reading practice, reading activities and listening to others read to them, continues to be essential right through KS2. Children are encouraged to read a wide variety of genre and learn stories and poems too.
- Mathematics homework may involve number games and tasks developing into more formal exercises for older children. Activities may also be set based on using an Internet based Maths site, e.g. Times Tables Rock Stars & My Maths.
- Children may also be set homework tasks which involve finding out information, completing investigations and preparing work to be presented to groups and other members of the class.

- The precise amount of time spent on homework is much less important than the quality of tasks set and the way they are planned to support learning.
- The quantity of homework expected for children gradually increases through the school. The table below outlines the type and quantity of homework each year group may be expected to complete.

The content of homework and the approximate time that children should spend completing it outlined in the table below should be seen as just a guide.

| | Content of Homework Activities | Time |
|-----------------------|---|--|
| Reception | <ul style="list-style-type: none"> • Daily reading / reading activities with parents/carers. • Daily practice of reading sight words • Weekly phonics activities/games. • Occasional interest / topic related activities e.g. collecting tasks. | 15 mins. per day |
| Year 1 & 2 | <ul style="list-style-type: none"> • Daily reading with parents/carers. • Regular number bond practice. • Weekly Mathematics, English or topic/research activity. | 15 mins. per day 15 – 20 mins. per activity |
| Year 3 & 4 | <ul style="list-style-type: none"> • Daily reading / reading activity. • Regular number bond / tables practice. • 2 x Weekly Mathematics, English or topic/research activity. | 20 - 30 mins. per activity |
| Year 5 | <ul style="list-style-type: none"> • Daily reading / reading activity. • Regular number bond / tables practice. • 2 x Weekly Mathematics, English or topic / research activity. | 25 - 40 mins. per activity |
| Year 6 | <ul style="list-style-type: none"> • Regular reading / reading activity. • Regular number bond / tables practice. • 2 x Weekly Mathematics, English or topic/research activity. • Other occasional homework tasks linked to relevant school events. | 30-45 mins. per activity |

NB

- **Years 2 to 6 are encouraged to practise and learn appropriate number bonds / multiplication tables as directed by their teacher.**

Homework tasks should:

- have a clear focus;
- give plenty of opportunity for children to succeed;
- be appropriately differentiated if necessary;
- be varied in nature and encourage the enjoyment of learning;
- be manageable for teachers in terms of setting and marking;
- not demand too much or too little of children and their parents.

- have sufficient time given, to allow homework tasks to be completed and returned.

Special Educational Needs and Disabilities

- Some children may benefit from special tasks separate from the homework set for other children in the class. However, it is important that they should be able to access homework activities set for other children as much as possible;
- The purpose of homework outlined above, should apply equally to children with SEND.

Equal Opportunities

All homework set will be accessible to all children regardless of ability, need, race, religion, gender or any cultural differences.

Role of the Teacher

Teachers should:

- follow the guidelines set out in this policy;
- regularly give feedback to children where appropriate;
- where necessary, give feedback to parents of any concerns in the homework diary or reading records;
- set homework relevant to the abilities of children;
- monitor any parents' comments in the homework diaries, where used;
- have high expectations of the quality of work completed by children;
- provide parents with a termly 'Topic Web' outlining particular topics for the term.

Role of parents or carers

Parents or carers should:

- try to provide a quiet place in which children can complete their homework;
- encourage increasing independence;
- encourage children to value their homework;
- support the school by encouraging children to complete homework tasks;
- where used, sign the homework diary regularly and record any relevant comments about the homework activities.

The school recognises that some parents may find supporting their children with homework or home activities difficult. In these cases the parents are encouraged to contact the class teacher.

Role of Children

Children should:

- value their homework;
- complete and return homework on time;
- always do their best;
- talk to parents, carers and teachers about any difficulties;
- share their homework with their parents.

Completion of Homework

- 1.** Feedback may be through follow-up class activities (for example class discussions) or through a test (for example tables) or through individual comments from their teacher.
- 2.** It is helpful to maintain a regular dialogue with parents through email correspondence / notes in Reading Record books etc.
- 3.** The school encourages parents to contact the class teacher over queries and concerns regarding homework.

Appendix. Example of Homework Guidance (Sent to parents / carers at the beginning of the school year.)

XXXXXXXXXXXXX Primary School XXXXXXX Class Year 1 & 2 September 20xx

The aim of homework set at xxxxxxx Primary School is to;

- develop your child's enthusiasm and engagement in their learning;
- involve parents and other adults in the education of the child
- open up opportunities for children to create and present learning, according to their own preferences and talents;
- create opportunities for children and parents / carers to work along-side each other and share quality time
- develop independent study skills and encourage independent learning;
- encourage excitement in learning and widen opportunities and experiences.

In developing such a policy it is intended that:

- the tasks set are worthwhile and relevant to the needs of the individual pupil;
- the child enjoys and gains satisfaction from the tasks;
- the tasks do not become over-burdensome for either child, parent or teacher;
- parents are informed of the purpose of homework and have the opportunity to become involved in the education of their child.

Throughout Key Stage 1 and 2, children will need to continue to develop their reading skills by reading each evening if possible, to an adult if appropriate. Children in Willow Class will be required to read regularly as part of their weekly homework **and their reading record book filled in after each occasion.**

They may also receive handwriting practice or spellings to learn (where children will receive a **maximum of 12 spellings.**) This will involve children practising a set of words based upon a sound or spelling pattern, relating to the phase / pattern they are currently working on in their phonics sessions.

Homework will be as follows;

- ❖ xxxxxxx Class will receive a homework tasks sheet from Mrs Vines and Mrs Brevet, with activities linked to the current topic. It is hoped that children will complete as many of these activities as possible! (Some are compulsory) But they do not have to do them all. By the end of each ½ term, if your child(ren) have successfully completed at least FOUR of these each ½ term, they will be given a homework token with their name on. This will be entered into a prize draw! If children need any additional resources not available at home, e.g. paper, pencils, rulers, colours, we will be happy to provide them- please ask or send in a note.
- ❖ Reading – Books are generally checked most days and changed when appropriate although we do like the children to read the books more than once to help improve fluency and to ensure their understanding of the story is good and they can talk about the book as it is familiar to them. As the children become more confident, they will begin to change their own books.

Feel free to record any comments regarding your child's homework / how they got on, in their reading diary and / or on the homework sheet.

Please sign to acknowledge understanding of the above homework guidelines and return the **complete sheet**. We will then stick it into their Reading Record book. Thank you.

Child's nameSigned.....