



Congerstone Primary School

Homework Policy

Status	Active		
Sources	School Policy		
Version	October 2023		
Governors committee	Resources Committee		
Consultation Period	Oct 23		
Date approved			
Date of next review	Oct 2026		
Target group	Everyone		
Linked policies	<ul style="list-style-type: none"> • English policy • Maths policy • Feedback, Marking & Presentation policy • Teaching & Learning Policy • Curriculum Policy 		
Signed – Chair of Governors			
Signed – Headteacher			
Document History:			
Version	Date of Review	Reviewed by:	Revisions made:
Oct 23	Oct 23	AR	

Homework Policy

We believe learning is a lifelong journey, which begins at home and is nurtured in a range of contexts and settings, including school. At Congerstone, we recognise

- parents make an enormous contribution in supporting the education of our children and that parental encouragement is a key factor to raising attainment and fostering a love of learning.
- Some of the most meaningful learning experiences which take place in a young person's life come from within the home setting e.g playing a game in a local park or simply sharing a story before bedtime
- Some of the most effective learning takes place in a fun, stimulating and exciting context – often through play. For example, by celebrating the sense of wonder in our world.

Within this context, school homework has a role to play in supporting learning, since it gives children the opportunity to practice at home the tasks done in class, and helps children work towards improving important skills. It also helps inspire children to become confident and independent in their learning, which will help throughout their time at school, and in adult life.

We are very fortunate to have supportive and friendly parents and carers, who recognise;

- ❖ educating children is a process that involves partnership between home and school
- ❖ the importance of a good working relationship to equip children with the necessary skills for adulthood.

The purpose of homework is to:

- Develop an effective partnership between children, school, parents and other carers
- Consolidate and reinforce skills and understanding, particularly in English and Maths.
- Extend class learning, by inspiring children to carry out additional reading and research
- Extend and support the learning experience through reinforcement and revision
- Provide opportunities for parents and children to work together to enjoy learning experiences.
- Encourage children to develop the confidence, motivation and self-discipline needed to study on their own.

Organisation of Homework

- Reading Records; Each child is issued with a reading record in which to record their reading – in KS1 parents should record what has been read and make any short relevant comments. In KS2 children should be responsible for recording and talking with parents about their reading. Parents need to sign the book weekly. Teachers expect to see these in school and check these regularly, as reading is a vital part of a child's education.
- Seesaw is a key part of our homework policy. Children are issued with log in details at the start of each school year. Teachers upload activities and the weekly homework sheet. Children show they have completed their homework by uploading photos of their work or comments onto Seesaw. A homework book for children to work in at home can be provided if requested. Teachers monitor, check and respond to the children on this platform
- Weekly homework sheets include spellings, reading English, maths, topic etc., as well as
 - Information about key learning covered during the week together with any methods/explanations.
 - Important information and dates e.g visitors into school or special days
 - In Y1 and Y2 an additional phonics sheet is provided as required, so parents know what has been covered in class- this links to their Focus Practice book online
- 'MyStyle' homework is set for Y1- 6 and consists of an open-ended task which aims to inspire children and parents to complete the task together in a style that suits their style of learning; this may include pictures, drawn or cut out, writing, mind maps, research on the computer or practical artwork. Children are given a date when this needs to be brought into school, so it can be presented and shared within class
- Online activities are also set these are found on Rocket Phonics, BugClub, Mymaths, Maths factor and TT Rockstars (Y3-4) to provide reinforcement and revision of learning which has taken place in class. Children can also access additional online homework to reinforce their learning and encourage personal study where appropriate.

Foundation Stage

- A weekly homework sheet is uploaded to SeeSaw the sheet includes guidance on;
 - reading/phonics to support learning with letter sounds/common exception words and reading skills.
 - Information about weekly 'lollipop challenges' to encourage families to talk about their child's school week.
 - Other homework focussing on areas of the curriculum (maths/PSHE/LMTW etc may also be set
- Each child has a Reading Record to record their reading.
- Children are also encouraged to listen to others read and look at books together.

Recommended time allocation for homework

We appreciate many parents have differing views on homework and our approach to homework aims to acknowledge this by providing a:

- Core amount of homework, marked clearly on weekly homework sheets. This is what we believe will maximise class learning and help a child achieve their potential. This includes Mystyle which is an open ended task allowing children (and parents) to spend as long as they would like to/have time for
- Additional homework is optional e.g Find verbs in your reading book; Bugclub reading; Maths Factor

The enjoyment and self-motivation in the learning experience is more important than the precise amount of time spent on homework.

The role of parents and carers in supporting pupils

Parents and carers play a vital role in ensuring children see the value of learning and homework. Parents;

- have the opportunity to attend regular individual meetings with their child's teacher in order to discuss areas their child is currently working on.
- are provided with meetings/opportunities to learn more about year group expectations and how they can help at home

We ask parents to;

- provide a reasonably peaceful and suitable place where their child can do their homework.
- encourage their child to work more independently, especially as your child gets older and more mature,
- explain ways homework can help their child learn, by making it clear they value homework and support school,
- ensure their child completes and hands homework in on days requested by the class teacher;
- encourage and praise children when they have completed their homework.

If parents need more information, teachers will always do their best to talk to parents. The best way to do this is through the school office who will be happy to arrange a mutually agreeable time. Unfortunately, this may not always be possible at short notice.

Responding to homework

- Regular completion of a child's Reading Record in KS1 means they collect 'Reading Rockets', these build and reward children with Bronze, Silver Gold and Platinum Reading Rocket Certificates.
- Regular Reading in KS2 builds through the 'Reading Challenge' and rewards children for reading a range of genres.
- Where homework is completed with adults at home, children will receive immediate feedback on what they are doing from parents/carers. When they work on their own it is important they receive appropriate parental feedback and encouragement as soon as possible.
- In order to make meaningful responses to homework, teachers adopt a range of strategies. This could include:
 - sharing work together and making comments to class, groups or individuals e.g **Mystyle**
 - short tests on work set – e.g spellings, times tables
 - displaying work
 - brief acknowledgement of work by teachers through Seesaw
- Responses will be manageable within daily time constraints and the need to be balanced against priority marking of the day's classwork, which informs the teachers next steps for learning in class.
- Teachers expect homework in on time and keep a record of completed homework, working and discussing with children as appropriate to reward for effort or support with difficulties.

Other Out of School Activities

We view out of school activities as an important part of learning about the world and a healthy lifestyle. We do not believe homework should get in the way of children's participation in other enriching activities such as sports, hobbies and visits. With careful planning, children should be helped to manage a busy out-of-school life, where homework and activities can both be accommodated. Homework will have a reasonable time scale for completion. Genuine difficulties can always be discussed with class teachers and alternative arrangements made.

Holiday Homework

Parents are regularly reminded that holidays should not be taken in term time; parents cannot expect additional work to be provided in place of the work missed in class.

Informing and Consulting Parents and Carers about the Homework Policy

Our Home-School Agreement and parental handbook inform parents and carers about our homework policy and parental involvement. Parents' evenings, termly curriculum overviews and weekly homework sheets all promote partnership and keep parents informed.

Monitoring and evaluation

The homework policy is reviewed by staff and governors.

SAMPLE HOMEWORK SHEET (KS2) Today's Date: 8.12.23

Please read the homework sheet carefully and complete the tasks in bold by Thursday. There are optional activities to complete too. All the activities are important and will support your child's learning. Remember to upload homework to SeeSaw so your teacher can see it. Thank you.

Subject	Activity	Signature & comment						
Reading	<p>Try to read at least 5 times a week for 20 minutes at a time – get yourself stuck in a book! Please ensure your child records their reading in their reading record with a date and pages read. Please sign this at least once a week so we know your child is reading at home and hand in on Thursday with your homework book.</p> <p>Parents: When children have finished reading, or if they are reading to you it would be beneficial if you could ask some questions about what the characters are like, why they do certain things etc. Also, encourage the children to ask about any unfamiliar words so they understand what they mean in context.</p>							
Maths	<p>This week the children have been working really hard ordering and comparing numbers up to 100,000. We have looked at the > more than, < less than, and = to symbols, as well as practising applying knowledge to word problem and reasoning tasks.</p> <p>At the bottom of the page are two maths challenges the children might like to try to test their place value knowledge.</p> <p>My Maths: Please complete My Maths tasks by next week.</p>							
English	<p>Spellings: We will be exploring words ending in -ough and the different sounds it can make. Try playing games like noughts and crosses to practice your spellings and use them in sentences – remember you need to use them in your day to day writing and not just get them correct in a test!</p> <p>Grammar/Writing: This week we have been looking at how to use colons to introduce and list and semi-colons within that list to expand the information given. e.g. The members of my football team are: Harry, Larry and Gary. The members of my football team are: Harry, a handy, flexible goalkeeper; Larry, a midfielder with an excellent engine; and Gary, a little bit lazy, but always finds the net in super style!</p> <p>At the shops I had to get: tomatoes, bread and chocolate cake. At the shops I had to get: tomatoes, to make a delicious pasta sauce; bread, to make the lunches for the children; and chocolate cake, as it's my favourite treat.</p> <p>Try writing some for yourself in your homework book.</p>							
Topic / Other Subjects	<p>My Style – Next week the first My Style project about an Aztec God is due in. Don't forget to practise explaining a little bit about your poster/God to share with the class. This needs to be handed in on Thursday 26th September.</p> <p>Cadbury World: The children are really looking forward to this trip and it will help support our work on the Aztecs, please return the slip ASAP.</p> <p>Open Classrooms: Tuesday 24th September The children will be happy to show you their classrooms and talk about some of the activities we do in class. 3.30pm – 4.30pm</p> <p>Next Week/Week beginning 23rd September 2019:</p> <p>Maths – We will be rounding in problem solving, counting in powers of 10 and starting work on negative numbers.</p> <p>English – We will be looking at a range of Aztec myths in English.</p>							
	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th data-bbox="183 1615 603 1644">Mild</th> <th data-bbox="603 1615 999 1644">Hot</th> <th data-bbox="999 1615 1401 1644">Spicy</th> </tr> </thead> <tbody> <tr> <td data-bbox="183 1644 603 1805">tough thought bought though although cough</td> <td data-bbox="603 1644 999 1805">plough drought dough fought enough brought</td> <td data-bbox="999 1644 1401 1805">Loughborough breakthrough thoughtful thorough doughnut hiccough</td> </tr> </tbody> </table>	Mild	Hot	Spicy	tough thought bought though although cough	plough drought dough fought enough brought	Loughborough breakthrough thoughtful thorough doughnut hiccough	
Mild	Hot	Spicy						
tough thought bought though although cough	plough drought dough fought enough brought	Loughborough breakthrough thoughtful thorough doughnut hiccough						
Please ensure that if you learn Hot spellings you also know Mild spellings, and if you learn Spicy, that you also know the Mild and Hot.								
<p>Teacher's Signature:</p> <p>Comment (if applicable):</p>								

Complete all tasks in this top section.

- Read your school reading book at least 5 times a week for 10-15 minutes at a time.
- **Rocket Phonics:** Review the sounds on your current phonics homework sheet ('u' as in unicorn, 'u' as in push, 'u-e' as in cube, 'u-e' as in flute, 'ue' as in statue and 'ue' as blue) and then log in to Rocket Phonics and read the allocated book 'Storm Rescue'. You do not need to read the whole book in one go.

[Click here to go to log in page](#)



- **Spellings:** Please practise spelling the common exception words on the first 3 lists you were given to learn. I will choose 10 of these words at random for your test on Friday 15th December.

I, the, go, to, no, into
he, she, we, was, my, you
me, be, her, they, all, are

I have given you a 'look, say, cover, write and check' sheet to practise on at home. This sheet is also on Seesaw for you to print off if required.

- **My Maths:** log in and complete the tasks 'Introducing 2D shapes' and 'Introducing 3D shapes' - please try to complete by **Friday 15th December**.

[Click here to go to log in page](#)



- **Active Learn - Grammar and Spelling Bug :** log in and complete the task 'Putting sentences together' - please try to complete by **Friday 15th December**.

[Click here to go to log in page](#)



- **My Style:** Christmas decoration.

Christmas is approaching and we would like to make our classrooms look festive.

Task – Create a Christmas decoration that we could either hang or stand up in our classroom.

If you would like some ideas I have put some examples of the kinds of decoration you could make on a separate Seesaw post. Please bring your decorations to school as soon as they are ready.

In Willow Class this week we have been working on ...

English:

- Class text: 'The Marvellous Fluffy Squishy Itty Bitty' by Beatrice Alemagna.
- Handwriting: Capital and lower case letters – Pp Qq Rr

Maths: Place value (within 20)

- Count within 20
- Understand 10
- Understand 11, 12 and 13

Learning Means the World: In our current topic 'Materials', the children will identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, rock, brick, paper and cardboard. They will describe the simple physical properties of materials and compare and group materials on the basis of their properties. The children will also identify and compare the suitability of a variety of everyday materials for particular uses and investigate how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Active Learn: Bug Club reading books and Maths Factor are still available for you to access.