

Inspiring each other to achieve success



Congerstone Primary School

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Homework Policy

Adopted from: **School Policy**
Policy to be reviewed: Every three years
Last reviewed: **September 2012. Sept 2016, Serpt 2019**
Date of next review: **September 2022**

Signed: Date:
Chair of Governors

Name:

Signed: Date:
Headteacher

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 will check these regularly, as reading is a vital part of a child's education.
- Weekly Homework Sheets; children receive a weekly homework sheet which may include spellings, literacy, maths, topic homework etc that has been set as homework. Children are asked to bring back their homework sheet (signed by a parent) and homework book into school every Thursday for your child's classteacher to check. Homework sheets also include;
 - Information about key learning covered during the week together with any methods/explanations.
 - Important information/dates to keep communication as clear as possible.
- '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, mindmaps, research on the computer or practical artwork.
- Online homework is set 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

Foundation Stage

- When children first join us in our Foundation class they will be asked to learn 'Tricky words' & letter sounds (phonics) and share their reading books at home.
- Listening to others read and looking at books together is also essential.
- Children are also asked to prepare a 'Show and Tell presentation' to develop their speaking and listening skills (usually half termly).
- Online homework is available for Foundation children
- Each child will have a reading record in which to record their reading –

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 in bold on weekly homework sheets. This is what we believe will maximise class learning and help a child achieve their potential.

- Open ended tasks which allow children (and parents) to spend as long as they would like to/have time for
- Additional homework – which is optional

The quality of a finished piece of work and enjoyment and 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 to learn more about year group expectations and how they can help at home
- should provide a reasonably peaceful and suitable place where their child can do their homework, as children get older and more mature, parents should encourage their child to work more independently;
- should make it clear they value homework and support school in explaining how homework can help their learning;
- 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

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
- pupil paired marking or response
- teaching assistants to mark work according to agreed criteria

Responses should always be manageable within daily time constraints and should always 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

Homework is monitored by curriculum leaders and co-ordinators. Further monitoring is carried out through lesson observations by senior staff.

This policy links to

- English policy
- Maths policy
- Feedback, Marking & Presentation policy
- Teaching & Learning Policy
- Curriculum Policy

SAMPLE HOMEWORK SHEET

Homework for Hawthorn Name:..... Today's Date: 20.9.19

Please can you sign each activity when your child has completed it. There is a space to write any comments or feedback about what has been achieved by your child. Please return your homework book and reading record every Thursday to the box in the classroom. Parts in bold should always be completed whilst other activities are optional.

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>							
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tough thought bought though although cough	plough drought dough fought enough brought	Loughborough breakthrough thoughtful thorough doughnut hiccough						
<p>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>								
<p>Teacher's Signature:</p>								
<p>Comment (if applicable):</p>								

