



Homework Policy

September 2022

Approved by the Governing Body Strategy Group 22/09/22

**This Policy is due for renewal in Term 1
2024–25**

HOMEWORK POLICY

OF

GODINTON PRIMARY SCHOOL

The word parent in this policy refers to parents and carers.

SECTION ONE – PURPOSE OF HOMEWORK

- developing an effective partnership between the school and parents and other carers in pursuing the aims of the school.
- consolidating and reinforcing skills and understanding, particularly in English and Maths
- utilising resources for learning, of all kinds, at home
- extended school learning, for example, through additional reading
- encouraging pupils as they get older to develop confidence and self-discipline needed to study on their own, and preparing them for the requirements of the Secondary school.
- To develop independence and creativity.

Whilst homework is not compulsory, we hope that children and parents see the benefit of home learning and that children will participate accordingly.

SECTION TWO – APPROACH TO SETTING HOMEWORK

2.1 Homework Trails and Base Camp Tasks

Each term the children will be set a ‘Homework Trail’ by their teacher. The trail will include some ‘Base Camp’ tasks that need to be completed each week—this includes learning spellings or phonics (depending on year groups), reading practice and for years 2–6, times tables practice. It also includes a weekly online maths homework activity.

Children will then be able to choose which other homework activities they complete each term from a ‘Homework Trail’ of 9 options centred around their Learning Adventure topic. At least one of these tasks will be a creative task, which will give the children free rein to explore an idea in an imaginative way, to play to their interests and strengths, to develop new skills and to be independent in their approach. The children must complete at least 3 tasks from the grid over the course of a term. Those children who want to challenge themselves can go for the ‘Extra Mile’ award and complete 6 tasks from the grid. Every time the children complete an ‘Extra Mile’ challenge they will gain 5 House Points and if they complete 3 ‘Extra Mile’ challenges in a year, they will be able to participate in a reward afternoon in Term 6.

Homework Trails are set in Terms 1 to 5 inclusive. In Term 6, Homework Trails focus on encouraging participation in outdoor and family activities. These tasks are not recorded, however the children are encouraged to write a postcard or letter to the Headteacher to share some of the activities they have completed.

The Homework Trail will incorporate a balance of subjects to encourage engagement from all children. The 'Base Camp' tasks will focus on the core subjects which children are encouraged to complete weekly. Other subjects, such as history, geography, science, ICT and RE may also be included within the 9 tasks of the homework trail. Homework trails are set at the start of each term with all other homework (Base Camp Tasks) set weekly with sufficient time allowed for the completion of the task. Class teachers will ensure that the tasks set are appropriate to the ability of the children including pupils with special educational needs. The amount of time taken on a piece of homework may vary according to the ability of the child. The Homework trails tasks set are open-ended and therefore accessible to all children of all abilities. Other homework (maths, spellings, times tables) is often differentiated 2 or 3 ways to enable access for all children. All children have a homework book in which to complete the majority of Homework Trail tasks set. Sometimes homework maybe of a practical nature and not recorded, although photographs can be included, if desired.

At the start of each new term, the children will return all completed homework to school and will have a homework showcase when, in class, they will view each other's work and present the things they have done. A new trail will then be set for that term.

Homework Trails are available on the school website.

2.4 Online Maths Homework

The school has an annual subscription to 'Mathletics' – an online portal for setting and completing maths homework. All children have a unique log on to enable them to access the homework tasks the class teachers set and which should be completed. In addition to the homework tasks set, children can also log-on and play some of the online games. Mathletics does require access to either a PC or tablet with Internet access.

Parents are asked to inform the school if their child is unable to access Mathletics online at home so an alternative arrangement can be put in place to enable access to Mathletics.

~~To enable access for all, a Matheltics homework club runs during a lunchtime on a weekly basis for any children who are unable to access the website at home or who wish to complete their homework or access the website for further practise.~~

2.3 Homework Marking and Feedback

Homework Trail tasks will be seen/acknowledged by the class teachers but developmental

comments are not required. Class teachers will write one summative comment in relation to the completion of the Homework Trail in the children's homework book.

The completion of online maths homework will be monitored by the class teacher. If it is clear that a child needs further support having marked the homework, this will be followed up in class by the class teacher or Teaching Assistant.

Homework completion is also reported to parents on each school reports through an 'effort' grade. Although children will be encouraged to complete homework, staff are not expected to keep children in at break or lunch if it is not completed. Ongoing failure to participate in homework activities would be shared with parents and discussed with the child with a view to an improvement in engagement.

SECTION THREE – HOMEWORK SET BY EACH YEAR GROUP

Detailed below is an indication of the homework that each year group is expected to do. This part of homework expectation is outlined at the start of every year in the Year Group Welcome Letters which can also be found on the school website.

Year R

Termly Homework Trail in addition to 'Base Camp' tasks, which incorporate daily reading; repeating nursery rhymes, counting rhymes, counting, reinforcing letter sounds, reading key words, sharing library books.

Year 1

Termly Homework Trail in addition to weekly 'Base Camp' tasks which include regular reading, practice of phonics and number bonds. Mathematics tasks will be set on a **weekly** basis.

Year 2

Termly homework trail in addition to weekly 'Base Camp' tasks which include regular reading, practice of phonics and number bonds. Mathematics tasks will be set on a **weekly** basis.

Years 3 and 4

Termly homework trail in addition to weekly 'Base Camp' tasks which include regular reading, practice of spellings and times tables facts. A Mathematics task will also be set on a weekly basis.

Years 5 and 6

Termly homework trail in addition to weekly 'Base Camp' tasks which include regular reading, practice of spellings and times tables facts. A Mathematics task will also be set on

a weekly basis.

There will be an expectation that children in year 5 and 6 will spend longer on homework activities in preparation for secondary school. This should not exceed 50 minutes total per evening and would include reading for enjoyment. Children can choose when they complete their homework tasks and the structure allows them to be flexible with the management of their time.

There may be times when some children will be asked to complete work begun in class, to ensure that they maintain optimum progress. Any child not completing work to the expectation of the teacher may be asked to finish their work at home. Time spent on this should not exceed 30 minutes.

If children do not understand their homework, then they should talk to the class teacher at the earliest opportunity. All homework tasks are explained to the children in class.

Spelling activities may be built into Base Camp tasks for all year groups. Children in Years 3–6 are also given spellings lists to take home and learn. These can also be located on the school website. The children are expected to practise these on a regular basis and be ready to be tested on them. The regularity of the tests will be outlined by each class teacher.

SECTION FOUR – ROLE OF PARENTS IN SUPPORTING HOMEWORK

Every class teacher will give a written synopsis to parents within a few weeks of the start of the academic year, to explain the work to be covered, what is expected from the children and the approach to homework as part of the Year Group Welcome Letter.

Teachers will often offer advice or hints on how parents can help their child to learn spellings and tables or will suggest other activities that can be completed with younger children to develop vocabulary or number skills.

Parents are expected to support and encourage the child by giving time and a home environment in which homework can be done. ~~The class teacher will, as far as possible, ensure that the child is completely clear on what they are expected to do at home so children are able to communicate this to the parent.~~ It is hoped that this will encourage the children to develop a sense of responsibility and independence.

Children benefit enormously from being able to discuss what they have done with their parents. This is not to suggest that the parent should spend time altering or correcting the child's work but rather discuss it and suggest how it might be done differently or improved. Constructive comments enable the child to develop a better understanding of

the work and reinforce what is taught in school.

Reading is a crucial aspect of school work which should be encouraged at all times. A child's written skills reflect the attitude of reading. A child who reads widely and with enthusiasm is often able to translate this into written work. It is not possible for an adult to hear a child read at school every day. It is most important, therefore, for a parent to try to hear their child read or discuss their reading with them as often as possible. Younger children need to be heard on a regular daily basis, older children may however be expected to read independently and silently to themselves. It is of great benefit to children of all ages to discuss issues of all kinds with their parents. The school website provides videos showing the articulation of different phonic sounds so that parents can model and encourage the correct articulation when reading with their children at home. Other ways in which can help to support their children with homework is shown as Appendix A.

Details of the reading record books which children in Yrs R-3 are given can be found in the Year group welcome letters. Further information about this can be found in the school's reading policy.

It is hoped that parents will support the school in encouraging their children to develop a responsible attitude to their homework whilst seeing the importance of not making home an extension of school. The environment should be more relaxed and, provided the child has been concentrating on the work in hand, a time limit imposed. We should ensure that we allow them time to play and be children.

This policy is made available to parents on the school website.

SECTION FIVE – CHILDREN IN CARE

As for all our pupils, Godinton Primary School is committed to helping every Child in Care (CIC) to achieve the highest standards they can. To this end staff will ensure that in delivering the curriculum they set suitable learning challenges of CiC, respond to the diverse learning needs of CIC, and help to overcome the potential barriers to learning and assessment for CIC. The teacher with responsibility for CIC will support with this.

SECTION SIX – MONITORING AND REVIEW

The Headteacher is responsible for monitoring homework. They are also responsible for supporting colleagues in setting homework, for being informed about current developments, and for providing a strategic lead and direction throughout the school.

SECTION SEVEN – EQUALITY STATEMENT (Refer also to specific policies for equal opportunities and racial equality)

At Godinton Primary School, we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, religion or belief, gender, gender reassignment, disability, sexual orientation, age, pregnancy or maternity, marriage and civil partnership or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality by challenging stereotypes and by creating an environment that champions respect for all. At Godinton Primary School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

All school policies have an explicit aim of promoting equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.

Appendix A

Further suggestions on how parents can help with Homework

1. Give your child confidence through lots of praise and encouragement.
 - a. As a parent, you have tremendous power to strengthen your child's confidence – and confidence is vital to learning.
 - b. Specific praise focusing on a particular aspect of their work ("I like the way you have...") is more effective than bland, blanket praise.
 - c. Some people argue that to really do well, children – perhaps all of us – need ten-times as much praise as criticism!
2. Read to, and with, your child as much as possible.
 - a. We encourage parents and carers to read to children, hear them read, or encourage them to read to themselves, for at least 20 minutes a day. It is particularly useful for children to see adult role models reading – this might be reading the sports pages of a newspaper with dad or granddad or sharing a non-fiction book together.
3. Encourage children to observe and talk about their surroundings.
 - a. Even young children can be helped to read notices and signs, for example, and understand what they mean.
4. Make use of your local library.
 - a. Look out for special events and services for children.
5. Visit museums and places you think your child might find interesting.
 - a. Children have free admission to major national museums and art galleries.
6. If your children like watching television, watch it with them sometimes and encourage them to talk about what they have seen. They will get more out of the experience.
7. Try to set time aside to do "homework" activities with young children. We don't mind if other members of the family join in too!
8. Wherever possible, try to provide a reasonably quiet place for children to do homework (or help them to get to other places where homework can be done).
9. Encourage your child to discuss homework with you, including feedback from teachers. Practice helping without taking over!
10. Try to help your child to see the enjoyable aspects of homework!