



Awbridge
Primary School

Homework Policy

RATIONALE

At Awbridge Primary School we believe Homework is an integral part of a child's education, giving them the opportunity to extend and consolidate learning at school. It allows them to work independently of the class teacher, but we also believe that learning is very much enhanced when family members are actively involved with pupil's school work, encouraging good communication and the sharing of the learning experience that has been set. Homework can help improve a child's investigative and personal organisational skills and allows them to be creative and reflective in their work.

Homework must be purposeful, positive, fair, differentiated to match needs, time limited and enjoyable.

Purpose:

- **To give opportunities for children to practice and develop fluency in key areas: Reading, Mental Arithmetic, Spelling and Grammar.**

In addition:

- To extend the learning opportunities for pupils beyond those presented in the classroom.
- To foster and promote an effective working relationship between pupils, parents and the school for the benefit of pupils.
- To enable parents to become better informed about the work their children are engaged in at school and an awareness of how they can help their own children achieve success.
- To continue the partnership between parents/carers and the school in trying to develop children's potential to the full.
- To encourage children to develop as independent learners within a supportive framework of the home/school/child partnership.
- To enable family members to contribute to the child's understanding of how key skills and concepts are essential to full participation in education, future employment opportunities and social competence.
- To give a positive message to children about the value and importance of their education.

Through this policy we aim to:

- Ensure consistency of approach to homework throughout the school;

- Ensure progression towards independence and individual responsibility;
- Ensure that all partners have a clear understanding about expectations for themselves and the pupils;
- Ensure that opportunities are provided for all pupils to benefit from homework;
- Ensure that all partners are informed as to how homework can assist pupils' progress and achievement.

All homework allows for equal opportunities as set out in the Awbridge Primary School "*Policy for Equal Opportunities and Racial Equality*". No pupil or parent may be discriminated against because of their social circumstances, race, religion, physical or mental ability. Care is taken not to assume pupils have access to libraries, computer equipment, the internet etc.

Reading

Staff have agreed that the most valuable homework is reading. It is widely acknowledged that the ability to read well is a good indicator of professional or academic success. Children who are regularly exposed to a wide variety of words through listening to others talk, along with reading, tend to perform better in school and achieve better.

SUGGESTED READING ACTIVITIES

- **Reading to your child**
- **Hearing your child read**
- **Sharing a library book**
- **Questioning about what has been read**

Therefore, in the allocation of homework time it is agreed by all staff that the majority of this must be spent on reading activities.

Information for parents about Reading is available from your child's teacher and is also available on the school website. It focuses on ways in which parents can support and extend their child's reading at school and home.

Maths KIRFS

Every half term children will be given their half termly Key Instant Recall Facts (KIRFS). These will also be shared at Parents evenings and are available to download *from the school website*.

Parents are asked to refer to these and work with their children, ensuring they regularly practice, and so develop fluency in, their ability to instantly recall mental mathematics.

Children who cannot easily recall their times tables and key number facts such as number bonds, will not progress as easily in their mathematics and may find this prevents them from making Age Related Expectations. Short but regular practice at home has a proven ability to improve attainment in English and Maths.

However, when teachers set maths homework every week it must be structured. Asking children 'to work on their KIRFS' is not structured.

<u>Reception</u>	Beginning to develop chanting of: 2 times table 5 times table 10 times table
<u>Year 1</u>	Teach and know the value of: 2 times table 5 times table 10 times table
<u>Year 2</u>	Practise and develop: 2 times table 5 times table 10 times table Teach: 3 times table 4 times table
<u>Year 3</u>	Practise: 2 times table 5 times table 10 times table 3 times table 4 times table Teach: 6 times table 8 times table
<u>Year 4</u>	Practise all tables so far. Teach: 7 times table 9 times table 11 times table 12 times table
<u>Year 5 & 6</u>	Derive and recall quickly all multiplication facts up to 12 X 12

For help and ideas in learning times tables please see our 'Parent Guide to times tables' that can be found on our website.

The following table outlines the maximum times children spend on school work at home:

Time allocation

Year Groups	Time allocation and Guidance
Year R	<p>Parents are encouraged to</p> <ul style="list-style-type: none"> • share books with their children by reading to them, having your child read their own books from school, sharing library books and talking about what has been read • Practise letter sounds and simple spellings which are sent home in book bags • Draw children’s attention to words and numbers in their environment. <p>Daily reading is strongly encouraged at home and children who do this make by far the best progress with their reading which greatly influences their progress in other areas. All forms of reading activities should be recorded in the ‘Reading Diary’</p>
Year 1	<ul style="list-style-type: none"> • 10 minutes daily on reading activities, recorded in the reading diary <ul style="list-style-type: none"> Reading to your child Hearing your child read Sharing a library book Questioning about what has been read • Weekly spellings to learn at home which focus on the spelling rules/sounds children need to learn for the following. • Daily practise and revision of times tables (2, 5, 10) and number facts. <p>Sometimes, a piece of work related to the current topic will also be sent home or additional activities will be placed on the class blog.</p>
Year 2	<ul style="list-style-type: none"> • 10 minutes daily on reading activities, recorded in the reading diary <ul style="list-style-type: none"> Reading to your child Hearing your child read Sharing a library book Questioning about what has been read • Weekly spellings to learn at home which focus on the spelling

	<p>rules/sounds children need to learn for the following.</p> <ul style="list-style-type: none"> • Daily practise and revision of times tables (2, 5, 10 & 3, 4) and number facts. <p>Sometimes, a piece of work related to the current topic will also be sent home or additional activities will be placed on the class blog.</p>
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<u>KEY STAGE 2</u>		
<i>Homework will always be set on a Friday and be due by the following Wednesday.</i>		
Year 3	Maximum of 1.5 hours per week	<ul style="list-style-type: none"> • At least 15 minutes reading daily, of school reading book recorded in the Reading Diary. • Daily practise of weekly spellings, listed in the diary • Daily practise and revision of times tables and number facts • A piece of English Grammar work to consolidate learning in English • A selection of maths questions to consolidate learning in class <p>The English and Maths may well be linked to the topic being studied. (e.g. Grammar sentences to improve that are also giving out historical facts.)</p>
Year 4	Maximum of 1.5 hours per week (Excluding reading)	<ul style="list-style-type: none"> • At least 20 minutes reading daily, of school reading book recorded in the Reading Diary. • Daily practise of weekly spellings, listed in the diary • Daily practise and revision of times tables and number facts • A piece of English Grammar work to consolidate learning in English • A selection of maths questions to consolidate learning in class <p>The English and Maths may well be linked to</p>

		the topic being studied. (e.g. Grammar sentences to improve that are also giving out historical facts.)
Year 5	Maximum of 2.5 hours per week (Excluding reading)	<ul style="list-style-type: none"> • At least 25 minutes reading daily, of school reading book recorded in the Reading Diary. • Daily practise of weekly spellings, listed in the diary • Daily practise and revision of times tables and number facts • A piece of English Grammar work to consolidate learning in English • A selection of maths questions to consolidate learning in class <p>The English and Maths may well be linked to the topic being studied. (e.g. Grammar sentences to improve that are also giving out historical facts.)</p>
Year 6	Maximum of 2.5 hours per week	<ul style="list-style-type: none"> • At least 30 minutes reading daily, of school reading book recorded in the Reading Diary. • Daily practise of weekly spellings, listed in the diary • Daily practise and revision of times tables and number facts • A piece of English Grammar work to consolidate learning in English • A selection of maths questions to consolidate learning in class <p>The English and Maths may well be linked to the topic being studied. (e.g. Grammar sentences to improve that are also giving out historical facts.)</p> <p>In addition there will be on going SAT's Revision to prepare children for the May SAT's tests and to develop in children the skill of Independent Revision</p>

Teacher Expectations

- High expectations of presentation of children's work, handwriting and care of the books must be instilled at the start of each year and maintained throughout the year.
- At the start of the year children will be given an English/topic book and a maths homework book inside a plastic popper wallet. Teachers must insist on

books remaining in the wallets throughout the year. Children who misplace their wallets should have a letter sent home requesting parents to replace wallet.

- If children are to give up time on their weekends to complete the homework tasks set then it is imperative that homework is marked before the books go back out the following week.
- Children who do not complete their homework, with no explanation from a parent, will be asked to complete their homework at school in a break or lunchtime period at the teacher's discretion.
- Any half termly project homework should be marked. To aid teacher work life balance, verbal feedback can be given in class followed up by a more generic comment typed onto a sticker and then stuck in the English/topic book. (This will allow the parent to see that verbal feedback has been given and the effort put in by the child/family on their project has been recognised by the class teacher.)
- Teachers to always explain the home learning tasks to children so that they are confident about what they have to do.
- In maths there should always be an example of how to solve a sum, showing the correct layout and method. This will help the parent who may be sitting with their child.

Guidance to parents on homework expectations for is shared at the 'Meet the Teacher' event at the start of each academic year.

Reading Y1/2

- Children are given reading books to take home to read with and to their parents each evening, comments and feedback are recorded in their Reading Diaries.
- Parents are encouraged to share stories, information texts, signs, notices, notes etc. informally with their children as they are encountered in everyday activities.
- High frequency words linked with the reading books are taken home to practice and learn to read.
- Parents are welcome to change children's library books freely
- We encourage parents to use the 'Family Sessions' in the school library after school.

Reading Y3/4

- Children who take home their school reading books to read with to their parents each evening, comments and feedback are recorded in their Reading Diaries.
- Parents are encouraged to share books and other texts informally with their children as they are encountered in everyday activities.
- Children have regular reading conferences/discussions with adults at school to prompt developments in their reading habits and abilities.

- Where parents listen to children read or engage in a reading activity at home this should be recorded in the reading diary. Independent readers will be encouraged to take responsibility for this themselves.
- Parents are still encouraged to read to their children and share books and stories together, even if the child can read well, independently.

Reading Y5/6

- Children are expected to read a range of books and other texts at home. This is recorded in their Diary.
- Diaries are monitored regularly by teaching staff.
- Children have regular reading conferences/discussions with adults at school to prompt developments in their reading habits and abilities.
- Parents are still encouraged to read to their children and share books and stories together, even if the child can read well, independently.

Monitoring

This occurs through process of the curriculum monitoring, evaluation and review programme and is reported to the Governing Body by Curriculum Leaders and the Head of School.

Homework practice and perceptions are reviewed through parent, pupil and staff questionnaires, pupil interviews and work sampling.

Health and Safety

All staff have a responsibility to set tasks in accordance with the Awbridge School Health and Safety Policy. Staff must assess the potential risks associated with any tasks or assignments set so that no unreasonable risks to health and safety are taken.

Appendix 1: Home learning sheet.
(Maintaining a consistency in approach)



Home Learning - Conifer Class

Date: Friday 24th April Summer Term Week: 1



Next week we will be learning...

English	...how to make a persuasive argument
Maths	...how to read, write and compare 2 and 3 place decimals

English: Exciting Writing – Noun phrases:

We have been working hard to develop our sentences, to make them more exciting to read! Look how we can improve this simple sentence – by adding words to describe the **noun**:

<p><u>Dog</u></p> <p>A <u>dog</u></p> <p>A <u>black dog</u></p> <p>A <u>black dog</u> with white paws</p> <p>An excited <u>black dog</u> with white paws and a long tail</p>	<p>ran after the ball.</p>
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Your task is to improve these simple sentences, by describing the noun:

	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Cat</td> <td>....climbed the tree.</td> </tr> <tr> <td>Mouse</td> <td>....nibbled the cheese.</td> </tr> <tr> <td>Lions</td> <td>....captured their prey.</td> </tr> <tr> <td>Cars</td> <td>....sped down the road.</td> </tr> <tr> <td>Football</td> <td>....flew over the bar.</td> </tr> <tr> <td>Cakes</td> <td>....tasted wonderful.</td> </tr> </table>	Catclimbed the tree.	Mousenibbled the cheese.	Lionscaptured their prey.	Carssped down the road.	Footballflew over the bar.	Cakestasted wonderful.	
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Spellings: Hyphenated words:

ACE MULTIPLIER:

This week I am working to get my

_____ x table.

Maths: Know your 2D and 3D Shapes:

Complete the table, using the help sheet.
Then **LEARN** it – we will be having a **test** on it next Friday 1st May!

Please hand in by Wednesday 29th April at the latest.

Homework should not take longer than an hour....but if you WANT to spend longer, that's fine!

Date and Week

Information for parents about the learning focus for following week

English activity
(Can be 'See sheet on adjectives' if needs)

Spelling information:
(The spelling rule would have been taught in class during the week. The spelling for homework is to reinforce/ allow further practise of spelling rule.)

Maths activity
(Can be 'See sheet on adjectives' if needs)

This sheet should be stuck into the English/topic homework book every week.