



Newdale Homework Policy **March 2023**

Next Planned Review: March 2025

Newdale Primary School Homework Policy

Aims:

Through the setting of homework, we aim to:

- Extend children's learning and consolidate and reinforce their skills and understanding in Reading, Spelling / Phonics and Maths.
- Foster positive, effective partnerships between school, parents and other carers to pursue school aims, encouraging children to make the best use of the many learning resources available both at home and in the community, e.g. local libraries.
- Develop children's confidence and self-discipline so that they may study independently, thus preparing them for their secondary schooling and lifelong learning.

Definition of Homework:

Any work or activities done outside lesson time, carried out by children either alone or with the support of parents or other carers. Such work will not normally consist of finishing off written work not completed during lesson time. Instead, it will take the forms of

- Reading a variety of texts
- Practising spellings and the sounds individual letters/ groups of letters make (Phonics)
- Learning number bonds and timetable facts

General Principles:

- Tasks will be supportive of children's academic and social learning in school.
- A consistent, whole school approach to homework will be encouraged.
- Activities will be purposeful and enjoyable for both the children and adults involved.
- As far as possible, children will be well prepared for each activity so that they and their parents/carers are able to feel a sense of achievement in doing their work.
- Tasks will not consist of completion of class work.
- In all classes, parents will be kept informed of activities and their children's progress via a Home-School communication book. This is where you can communicate Reading activities to staff and vice versa. Homework books will be used to record activities such as spellings, phonics, number bonds and timetable facts.
- At the beginning of each term parents will be informed of the current term's curriculum emphases, allowing them to support their child at home
- Parents' roles will evolve as their child progresses through school, from a Year R enjoying first stories together role to one of an enabler, encouraging their child's independence in homework in Year 6.
- Families will be able to work on homework together, fostering a close family bond.

Putting Policy into Practice:

A regular pattern of Reading / Maths / Spelling / Phonics will take place on most weeks, but where appropriate the timetable may be changed to allow emphasis on a particular subject or theme.

The homework for specific Key stages/ Year groups is listed below:

Early Years Foundation Stage:

Nursery

A weekly library exchange is available to all children in the Nursery.

Reception

Timing/ Activities:

Children are encouraged to read their allocated book daily. We also encourage Parents as Partners, where parents and their children complete short tasks, normally 1, each half term. Children will receive RWI phonics related homework weekly, in which they practise the formation of the sounds they have been taught that week. Flashcards of these sounds are also sent home too. Weekly videos are sent home for parents to share with their children to practise the sounds they have been learning that week.

Key Stage 1:

Time Allocation:

As in EYFS, parents will be encouraged to set aside a period each night to work with their child. Curriculum information maps are shared on the website to inform parents as to what their child is learning in school.

In Key Stage 1, we recommend that parents spend at least 10 mins each night working with their child. We suggest parents read with their child nightly, practising spellings for a weekly spelling quiz on a Friday (for Y2 only). Alongside this in Year 1 counting forwards/ backwards from any given number (within 100), and in Year 2 practise 2, 5, 10 and 3 times tables, Year 2 children have a weekly times table test on a Wednesday.

Key Stage 2:

Time Allocation:

As in Key Stage 1 parents will be encouraged to set aside a period each night to work with their child. You may find that your child's independent skills are developing and they may wish to work alone. It is important that you check that your child is completing the homework set (please see table) Curriculum information maps are shared on the website to inform parents as to what their child is learning in school.

In Key Stage 2 we recommend that parents spend at least 10 minutes each night working with their child. We suggest parents read with their child after school, practising spellings for a weekly test on a Friday and practise times tables, alongside related division facts and applying this knowledge in areas such as decimals e.g. $2 \times 4 = 8$ so $0.2 \times 4 = 0.8$. Additional independent reading is also encouraged to support children with their love of reading as well as independence.

Activities:

Homework will comprise of spellings which will be at the end of a week. Children will receive a reading scheme book/ books that will be changed on a regular basis. This may be supplemented by a ‘free choice’ book from classroom reading areas.

We appreciate your support in ensuring your child completes the homework that is set by their class teacher.

Our Homework Timetable:

Year Group	Mon	Tues	Wed	Thurs	Fri
R	Parents as Partner one per half term – short tasks linked to Prime or Specific areas of learning. RWI books sent home weekly, along with daily ‘Share a Story’ books to read at home.				RWI videos shared with home. Handwriting letter formation sheets sent home.
Y1	Reading RWI Phonics / Spelling Numbots	Reading RWI Phonics / Spelling Numbots	Reading RWI Phonics / Spelling Numbots	Reading RWI Phonics / Spelling Numbots	Reading RWI Phonics / Spelling Numbots
Y2	Reading Phonics / Spelling Times tables	Reading Phonics / Spelling Times tables	Reading Phonics / Spelling Times tables	Reading Phonics / Spelling Times tables	Reading Phonics / Spelling Times tables
Y3	Reading Phonics / Spelling Times tables	Reading Phonics / Spelling Times tables	Reading Phonics/Spelling Times tables	Reading Phonics / Spelling Times tables	Reading Times tables
Y4	Reading Spelling Times tables (Set task plus daily 10 minutes of recall practise, e.g. using TTRS)	Reading Spelling Times tables (Set task plus daily 10 minutes of recall practise, e.g. using TTRS)	Reading Spelling Times tables (Set task plus daily 10 minutes of recall practise, e.g. using TTRS)	Reading Spelling Times tables (Set task plus daily 10 minutes of recall practise, e.g. using TTRS)	Reading Spelling Times tables (Set task plus daily 10 minutes of recall practise, e.g. using TTRS)
Y5	Reading LA Phonics / Spelling Times tables Alternative SPaG/arithmetic practice.	Reading LA Phonics / Spelling Times Tables	Reading LA Phonics/ Spellings Times tables	Reading LA Phonics / Spelling Times tables	Reading LA/Phonics Spellings Times tables
Y6	Reading/Read Theory Spelling Times tables Additional maths/handwriting/ grammar tasks for the week	Reading/Read Theory Spelling Times tables	Reading/Read Theory Spelling Times tables	Reading/Read Theory Spelling Times tables	Reading/Read Theory Spelling Times tables

Key Stage 2: Setting, Marking and Feedback:

- Homework will be clearly labelled with the date that it is required back in school, so that children do not get confused about deadlines - children may write in their Homework Diary to both remind themselves and inform parents of the tasks set.
- Feedback may take many forms, e.g. a class discussion, class / peer / self-marking, teacher marking, or children's presentations of research.

- Teachers and parents may communicate via children's Home School Communication books, allowing comments to be written (with an emphasis on positives), for children's benefit. Comments may take the form of praise, suggestions or explanations of children's difficulties with the task, but there will be no requirement of regular communication with all parents.

Special Needs:

Children with special needs will carry-out homework tasks at an appropriate level, with the necessary support required in school.

- Homework may take account of children's needs, e.g. handwriting practice or work on particular letter strings.
- Parents should feel free to adapt activities to suit the needs of their children.

The Nature of Tasks:

One of our aims is to foster positive, effective partnerships between school, parents and other carers to pursue school aims, encouraging children to make the best use of the many learning resources available both at home and in the community, e.g. local libraries. On occasions, year groups will set activities to encourage this.

These activities may include:

- Make a den inside or out and read a book in it by torch light
- Travel in an unusual way not a way you normally do
- Go on a nature walk with out technology
- Make music, do some art
- Learn a new skill
- Go to a new place in our local area
- Go Swimming
- Go shopping then make your family a picnic
- Sew
- Museum or library visit

An example of more homework ideas –



Rewards, Sanctions and Homework Club:

- As much as possible, a positive attitude towards homework will be pursued, supported by a weekly awards assembly to celebrate achievement.
- Sticker and stampers will be used to celebrate efforts and children may have their pictures taken so that they may feature on the school website, subject to the necessary consents.
- Parents of children not completing tasks will be informed. School staff will reinforce the idea that homework completion is a valuable part of the Home/School Agreement.
- If children are having difficulty in finding the time or support to complete work at home, a sensitive response from school will allow them to receive support at lunch clubs.

Monitoring, Record Keeping and Assessment:

- Monitoring by the Senior Management will take place on a termly basis, consisting of reviews of children's work in all year groups, ensuring that policy is put into practice.
- Each term a monitoring objective will be set to ensure that all aspects of policy implementation are studied. Such objectives will be discussed prior to each monitoring period.
- Homework policy is due to be reviewed March 2025.

Management, Success Criteria and Review:

- Daily homework in each Year group.
- A mix of tasks offered to children.
- Staff / Children / Parental responses.
- Evidence of differentiation across Year groups in literacy and numeracy.
- % success, i.e. return of completed homework during a week.

