



FISHERGATE PRIMARY SCHOOL

HOMEWORK POLICY

At Fishegate School we recognise that children learn from the activities in which they are involved in at school and at home and in their local community. We recognise that school is only one part of a child's learning environment and that learning at home can have a vital and important role in enabling each child to reach their full potential at school.

We see homework as complementary to work in school and as an important way to enhance the partnership between home and school for the benefit of every child.

Aims for Homework Policy

Through homework activities, we aim to achieve the following:

1. help all children to develop skills and attitudes that will enable each one to reach their full potential
2. reinforce and practise skills that are vital for their learning in the classroom
3. instil a love of learning at home and in school in order to foster attitudes that will lead to a lifelong love of learning
4. encourage parents' and carers' involvement in their child's education
5. prepare children for the next stage in their education
6. ensure homework does not generate unreasonable extra work for staff and families
7. provide additional, tailored support for pupils from disadvantaged backgrounds, as part of our commitment to raise their attainment (RADY)

Guidelines

The following guidelines have been drawn up to ensure the achievement of the aims for Homework:

□ In Key Stage 1, children are not set formal homework but are expected to practise key skills in English and Maths e.g. times tables, number bonds, spellings and reading. Children in Key Stage 2 will be expected to complete any homework task and return it to school. Children should be able to complete activities with increasing independence as they move through school, but parents and carers are encouraged to support their child where needed. No homework will be given that needs to be handed in the next day. Usually several days will be given for the child to complete the homework tasks.

□ Fishergate School has a structured programme for homework that builds up as the children move from EYU to the end of key stage 2. By year 5 and 6, children will be expected to be responsible for completing and handing in homework with more independence.

□ We recognise that children have different learning needs and so homework will be varied and matched to the age and current attainment of each child. Homework will be set carefully and differentiated as needed. Some more open-ended activities will be differentiated by outcome.

□ During the course of a term, there will be a balance of activities that reinforce learning in the core and foundation subjects, as well as investigational or project-type activities that provide a way to encourage adult/child cooperation and help to foster positive learning attitudes too.

□ Teachers will mark and assess homework in Key Stage 2 as appropriate. Parents will be kept informed of the progress of their children through meetings twice a year with class teachers, and through significant news of progress recorded in the child's planner. Parents always have the opportunity to arrange to meet with the teacher by arranging a convenient appointment.

□ Teachers always welcome feedback from parents about the way their children are coping with homework activities. Parents are welcome to write feedback notes in their child's planner. This information is valuable to class teachers and enables us to set homework activities more effectively.

□ Fishergate School recognises that home circumstances can vary and that some children may not have access to a quiet space to work or to resources such as the internet. The setting of homework will always bear this in mind and children will be given an opportunity to complete certain activities in school as needed. There is a weekly homework club in both lower and upper KS2 which any child can attend and receive adult support and access to equipment, including chromebooks.

□ Teachers in phase groups will ensure that homework is consistent between classes. Weekly planning meetings in phases and regular liaison time will ensure expectations and deadlines are also consistent.

□ Parents will be given advice on additional ways they can support their children in school at each phase of the school. We hope that parents will attend our phonics/reading, writing and maths workshops, as well as accessing useful resources

via the school's website. Sometimes, individual children are given activities to practise a particular skill at home, where parents/carers and the class teacher agree this will be beneficial.

Structured Programme for Homework

Activities in the Early Years Unit (Foundation Stage):

Parents will be expected to read to their child every day to foster a love of reading and stories. When children begin learning letters, sounds and words they will bring these home to practise and will need help to read these daily. Once a child is ready to begin reading books, a regular reading routine will be encouraged by asking parents to complete their child's reading planners as they listen to their child read, for example writing comments, raising questions or to give feedback for the teachers in Early Years. Later in the academic year, children will also bring home some maths challenges to support their understanding of the number system. Around Easter time, children will bring home a news book to write about their news from home and school to help develop their emerging writing skills.

Activities in Key Stage 1:

Parents are encouraged to read every day with their child if possible. A regular reading routine will be encouraged through parent workshops, modelled reading lessons and 'Book and a biscuit' sessions.

Children will be given a weekly spelling card. They will also bring home a reading book linked to their current phonic phase that will be changed weekly. As well as that, they will have a number bond card (Year 1) or a times table card (Year 2) to learn. We also send ideas about how parents can support their children on our topic newsletter.

Parents will be encouraged to use the planner to write comments, raise questions or give feedback for the teachers in Key Stage 1.

Information about homework will be given to parents through a meeting in July for new parents and a Welcome to Key Stage 1 pack given before the start of the academic year.

Activities in Year 3/4:

Children in Year 3/4 are given a homework book which is suitable for most homework activities. It is a useful way for parents or carers to see what their child is learning. Pupils receive one set homework sheet each week with dates showing when it was given and when to hand it in. Regular reading with children will be encouraged in Year 3/4. This should happen at least five times a week. Some more fluent children will begin to prefer to read for pleasure on their own and parents will be encouraged to speak to their children about their reading and choice of books. Parents can support these higher attaining readers by asking questions that develop more complex reading skills. It is also important that parents and carers continue to read **to** their child, so that they can enjoy texts which are beyond their current reading attainment. The child's planner will

form the basis of communication between home and school concerning homework and the timetable.

Parents/carers are welcome to support their child with homework. We would ask parents/carers to let staff know if a child needed a lot of support to complete a homework activity

Weekly Homework in Year 3/4:

- 1. Reading practice at least five times each week**
- 2. Regular learning of times tables or related number facts at least three times a week**
- 3. One activity designed to take 30 minutes related to work in class: either maths, English or topic work e.g. drafting a story opening, designing a poster to illustrate their understanding**
- 4. Practice of spellings on the 'gemstone' bookmarks. These are the 100 National Curriculum words for Year 3/4**

Activities in Year 5/6:

In Years 5 and 6, the amount of homework will increase to help prepare children for transition to secondary school. The homework timetable for Year 5/6 is issued at the beginning of the academic year as part of the welcome newsletter. Further details are recorded in the planner each week. A weekly maths homework is set, and a second English or topic-based homework. These are set at different times to stagger deadlines.

Regular practice of skills needed for English and maths should continue as needed, particularly the practice of spellings linked to the National Curriculum rules for Upper Key Stage 2, and times tables up to 12 x 12. Children should continue to read very regularly for pleasure. For those children at an early stage of independent reading, regular practice with an adult is crucial to develop fluency. We also encourage parents and carers to continue reading **to** their child.

The child's planner will form the basis of communication between home and school concerning homework and the timetable. It will be expected that children will know what is expected of them and so will be able to complete their homework with more independence. Parents are still, however, encouraged to support pupils with their homework.

Weekly Homework in Year 5/6:

- 1. Regular reading for pleasure and practice, both with an adult and independently**
- 2. Learning of times tables, related number facts and completion of spelling grid**
- 3. One maths activity linked to weekly maths planning, designed to take 30 minutes**
- 4. One English or topic activity, designed to take 30 minutes. Once during the academic year, children are set an open-ended task to be completed over a series of weeks e.g. producing an information book, poster or 3D model to illustrate understanding of a particular topic**

Key stage 2 homework not handed in:

It is expected that children hand in homework according to their timetable which should be clear in the planner. In year 3/4 and 5/6 classes teachers will record homework completed or missed on a chart in their records. The following procedure will apply if a child does not hand in homework as required:

1. Class teacher will give the child one more evening at home to complete the work
2. Time in school will be allocated by the teacher at their discretion for the child to complete the work e.g. during a playtime
3. Regular missed homework will result in the teacher making contact with the parent to discuss how together they can support the child

A class teacher may direct a child to attend homework club if deadlines are regularly missed.

Information about homework will be given to parents through the Welcome newsletter in September, through the child's planner, or through written instructions for the child to take home.