

Homework Policy



Approved by	Lisa Rees (Headteacher) Governors	Date	November 2023
Next Review Date	November 2025		

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Aims

Through this policy we aim to:

- Ensure that parents are clear about what their child is expected to do.
- Ensure consistency of approach throughout the school.
- To use homework as a tool to help continue to raise standards of attainment.
- Improve the quality of the learning experience offered to pupils and to extend it beyond the classroom environment.
- Provide opportunities for parents, children and the school to work together in partnership in relation to children's learning.
- Encourage pupils and their parents to share and enjoy learning experiences.
- To practise or consolidate basic skills and knowledge, especially in Maths and English.
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently.

Homework for EYFS, year 1 and year 2

Reading

We suggest your child reads with you at home for **at least 10 minutes every day**. This can be a combination of them reading to you and you reading with them.

Reading for pleasure (sharing book)

- When children first arrive as a Tiddler (Reception) at The Hendreds, they will bring home a book they have chosen for pleasure. This reading for pleasure book selection is something that all children (no matter the age) will continue to bring home while at The Hendreds.
- Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, and explore the facts in a non-fiction book. The main thing is that you have fun.

Reading practice book (Little Wandle decodable book)

- This comes home on a Thursday once your child has had 3 opportunities to read it in school. It needs to be returned on a Monday. The book has been carefully matched to your child's current reading level. If your child is reading it with little help, please don't worry that it's too easy – your child needs to develop fluency and confidence in reading.
- Listen to them read the book. Remember to give them lots of praise – celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together.
- You can also access free support at www.littlewandlelettersandsounds.org.uk/resources/for-parents which includes some useful videos so you can see how they are taught at school and feel confident about supporting their reading at home.

Number facts

- All KS1 children have school logins for **Numbots** that they can access at home. Numbots is from the same innovators as Times Tables Rock Stars, a highly engaging platform for learning to add and subtract. Children can play this online at home at <https://play.numbots.com> on a desktop or laptop computer or you can download the free NumBots app for use on a mobile phone or tablet from your usual app store.
- Children have opportunity to access Numbots in school and we suggest that they practise number facts (e.g. verbally or on Numbots) with you at home for **at least 10-15 minutes each week**.

Homework for years 3 – 6

Reading

We feel passionately that the most significant thing that you, as parents, can do to support your child's learning is to share books with them on a regular basis. By this we mean reading to your child, listening to your child read and talking about what you are reading. As adults, we are all reading role models – there is lots of evidence that children seeing

their parents read is a powerful factor in encouraging them to read more frequently. We would therefore suggest that you child is reading for **at least 10-15 minutes each day**, this can be a mixture of your child reading to you and you reading to them. We have included below some helpful tips for supporting your child.

Spelling

Your child now has a **Spelling Shed** login and we expect them to practise their spellings on this platform **each week** at home, for **at least 20-30 minutes per week**. Spelling Shed, which has also been developed to be 'dyslexia friendly', is a whole-school spelling scheme, web & mobile games and a teacher hub with data to track student game plays along with their responses. We do not provide paper spelling sheets for pupils but if your child does not have access to a phone/laptop/tablet at home, please speak to the class teacher and they can provide a paper list for your child to practise at home. Children have opportunities on Spelling Shed in school.

Number facts

Evidence shows that pupils need to develop a fluent recall of mathematical facts, and times tables are among the most important of these. The national curriculum states that children need to be able to recall all the Times Tables up to 12 X 12 by the age of 9 (year 4). When it comes to times tables, speed and accuracy are important. All children have a **Times Table Rock Star** account that they can log into at home to practise the times tables. We expect all children to be practising times table **each week** at home for **at least 20-30 minutes per week** (on Times Table Rock Stars, paper or verbally), whether they are securing these facts or increasing their fluency in recalling them. Short bursts of daily practice are much more effective than spending longer amounts of time once a week. Children have opportunities on Times Table Rock Star in school.

Cross-curricular project

Your child is set a piece of homework that is then shared across the key stage 2 classes, normally at the end of each half term e.g., create an Easter Garden (RE/DT link); favourite band/composer/piece of music (Music link). Adults will model how to provide feedback to these projects as the feedback children receive is from their peers,

Role of the class teacher

- To provide an explanation of homework tasks to parents when necessary and give guidance of how they might assist their child.
- To set up regular homework in an easily followed routine.
- To ensure that homework is set consistently across classes in the cohort/Phase.
- To set homework that takes equal and racial opportunities into account.
- To ensure any homework is purposeful and links directly to the curriculum being taught.
- To acknowledge and praise children who regularly complete homework tasks.

Role of the headteacher and governing body

- To check compliance of the Policy.
- To meet and talk with parents when appropriate.
- To discuss with staff how far the policy is being successfully implemented.
- Inform new parents to the school so that they are aware of what it entails.

Role of parents/carers

- To support the school by ensuring that their child attempts the homework.
- To provide a suitable place for their child to carry out their homework.
- To encourage and praise their child when they have completed their homework.
- To become actively involved and support their child with homework activities.
- To make it clear that they value homework and they support the school by explaining how it can help learning.

At The Hendreds C of E School we are very keen for parents to support and help their children with homework. We take the view that children are likely to get more out of an activity if parents get involved, however, there are times when we will want to see what children can do on their own. It is particularly important, as they get older, for children to become increasingly independent in their learning. If a parent is unsure about what their role should be, they should discuss it with their child's teacher.

We place great importance on developing learning and independence skills through homework. In key stage 2, if children do not hand in their homework on the agreed day, they may be asked to complete the homework in school unless agreed by their teacher with their parents.

Racial Equality & Equal Opportunities

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. The Hendreds C of E School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.