

Homework Policy



Dane Royd Junior & Infant School

'I want to smile every time I come here,' sums up what pupils think of this outstanding school.
OfSTED Report



Lead Personnel: Deputy Headteacher

Approval By: Standards Committee of
Governing Body

Legislation:

Policy Date: October 2024

Review Date: October 2027

Review Frequency: Three Years

Version: 1

Aims which guide our policies and practice

As a school, we seek to promote shared moral and ethical values to unite both local and global interests which enable children to become global citizens. Our agreed school aims are:

- To create a happy and stimulating learning environment, in which each child will develop to their full potential, thereby achieving high educational standards.*
- To develop self-awareness, self-respect and tolerance of others by developing an understanding of the world in which they live.*
- To appreciate human achievements and aspirations; develop aesthetic sensitivity and appreciation; physical ability and co-ordination and a concern for the safety of themselves and others.*
- To prepare children to live and work with others, enabling them to be responsible and caring members of the community.*
- To give children, at the end of their period of primary education, an appetite for acquiring further knowledge, experience and skills, so ensuring they are prepared for the challenges of the next stage in their education.*

We ensure that all of our policies and practices are guided by these aims and we seek to ensure that they are at the forefront of all that we do.

Homework Policy

Introduction

Homework is anything that children do outside the normal school day that contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with homework.

Rationale for homework

Homework is a very important part of a child's education and can add much to a child's academic development. Children benefit greatly therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at school. One of the aims of our school is for children to develop as independent learners. We believe that homework is one of the main ways in which children can acquire the skill of independent learning.

Similarly, we recognise that the school day is full and children need time at home for their own well-being and downtime. Consequently, as a school, we have carefully considered the tasks and quantity we ask from our children in their own time. We expect the key building blocks in reading, spellings and instant recall maths facts to be completed, however we would much rather children then use their time to attend clubs or focus on activities which support their social and emotional needs.

Aims and objectives

The aims and objectives of homework are:

- *to enable pupils to make maximum progress in their academic and social development;*
- *to help pupils develop the skills of an independent learner;*
- *to promote a partnership between home and school in supporting each child's learning;*
- *to help children develop good work habits for the future.*

Types of homework

Foundation Stage

Each half term both Nursery and Upper Foundation Stage (UFS) children will bring home a list of suggested activities that have been designed to enhance and consolidate the learning taking place in school.

As a school we teach the Read Write Inc programme daily. To consolidate learning that has taken place in children will be sent home with the Set 1 sounds they have learned that week. As they progress and can orally blend they will begin to bring home simple CVC words containing the sounds they already know. They may even begin to bring home a Read Write Inc scheme book over the weekend. This is for them to read to a grown-up. This book will only contain graphemes (the written letters representing a sound) and 'red' words (words that are read by sight and cannot be segmented) that the children have been taught and can read confidently without hesitation.

The other book that they take home will be a 'text to share', This is a book that the children have chosen to read from their classroom library. This book will have words that they may not be able to read yet. It is for the grown-up to read to the child and for them to talk about together.

Key Stage 1

Whilst children are accessing the Read Write Inc programme, they will take home two books to read. One book is a Read Write Inc scheme book and is for the child to read to their parent. This book will only contain graphemes (the written letters representing a sound) and 'red' words (words that are read by sight and cannot be segmented) that the children have been taught and can read confidently without hesitation.

The other book that they take home will be a 'text to share', This is a book that the children have chosen to read from their classroom library. This book will have words that they may not be able to read yet. It is for the parent to read to the child and for them to talk about together. Once the children have completed the Read Write Inc programme and are able to confidently decode, they should have the necessary skills needed to read an age appropriate book of their choice. Therefore, children who have completed the Read Write Inc programme will just take home one book to read. This will be a book from their classroom library. Class teachers will provide guidance to support these children in choosing a book within their reading abilities. It is expected that the children read this book at home to develop their reading fluency and comprehension skills as well as simply reading for enjoyment.

Children will also bring home weekly spellings. These will be sent home on a Friday and will be tested the following Friday. These are carefully planned to support with fluency in reading and independent writing. Teachers will collect weekly scores and monitor progress.

Children will also have access to the maths app, Numbots. This is a program designed to support children with their recall and fluency ability in mental addition and subtraction, so that they can progress from counting to calculating. We do not stipulate the amount of times this should be completed and is down to the parents' discretion, however we would suggest 3 times a week for ten minutes.

Key Stage 2

In Key Stage 2, each child will be provided with a reading book that they can read nightly. We encourage parents to read the books with their children and check their comprehension of the texts they have read to develop the child's skills of fact retrieval, inference and deduction. Children will reach a point where they are required to change their own books when read and we encourage parents to remind their children to change the book when finished. **We also actively encourage children to read their own books from home.** Any difficulties should be communicated through the child's reading record.

In addition to their reading book, children will receive weekly spellings. Spellings will be handed out on a Friday to be tested the following Friday. Weekly progress checks will be carried out in order to check children's progression in the spelling rules progression.

Children will also have access to on-line learning platforms; Bedrock and TT Rockstars. The expectation is that children complete one of the Bedrock sessions at home, with the follow-up lesson occurring in class, focusing on expanding their vocabulary and reading in context skills. We do not stipulate how many times a child should access TT Rockstars, however we would suggest a minimum of 3 times a week for 15 minutes.

Year 6 will receive additional homework to support revision and consolidation in preparation for their end of year statutory assessments. Additional homework in Year 6 will also support with transition to Secondary school.

Amount of homework

We believe that children work hard in school and after-school should be a time for well-being, family and any external hobbies and interests. We do however expect children complete the important tasks set out above to support progress in school. We incrementally increase the amount of homework that we give the children as they move through the school. We expect Key Stage 1 and Key Stage 2 to read nightly to parents or guardians. Children should spend enough time securing their spellings for the weekly progress check and their year groups maths on-line learning tasks.

Pupils with special educational needs

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the age and ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way.

The role of parents

Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good

working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the deputy headteacher. Finally, if they wish to make a complaint about the school homework policy or the way it is implemented parents should contact the governing body.

Monitoring and review

It is the responsibility of our governing body to agree and then monitor the school homework policy. Parents complete a questionnaire each academic year and are encouraged to give their views about homework via Parent View online. The staff and Governing Body of the school pay careful consideration to any concern that is raised by any parent regarding homework. The governing body may, at any time, request from the Headteacher a report on the way homework is organised in the school.