



**Homework Policy**

**1 Introduction**

At St Anne's we believe parental involvement is fundamental to a child's success at school. Learning is a lifelong process that takes place both at home and in school. We aim to develop this partnership through our homework policy.

**2 Aims**

- To raise achievement;
- To ensure consistency of approach throughout the school;
- To make sure teachers and parents/carers have a clear understanding of the expectations of themselves and the children.

**3 Why Have Homework?**

- It builds an effective partnership between home and school;
- It builds on learning which takes place in school;
- It consolidates and reinforces skills and understanding of knowledge and concepts taught;
- It ensures the needs of individual pupils are met;
- It encourages children to develop independence, self-discipline and individual responsibility;
- It helps parents to have a clear understanding about the expectations the school has about pupils' progress;
- It prepares and supports the children with transition between the different key stages as they move through the school, and those children at the end of KS2 for secondary transfer.

**4 Non Negotiables**

There are four homework ***non-negotiables*** for children in KS1 and KS2:

**4.1 Reading**

We believe that the most important homework activity is regular reading.

There is an expectation that reading at home will happen daily (five times a week minimum). It is important for parents/carers to take an active role in reading with and to their children – encouraging them to use their sounds, talking about the meaning of new vocabulary, discussing the content (story or information) and pictures, even when they are in Year 6.

The children's reading diaries need to be signed by an adult after they have heard them read. If a child does not read five times in a week then (where possible) they may be kept in at break time to read with a school adult.

A reading diary register will be kept/monitored and in instances where a child does not read the required number of times on 3 occasions, they will receive a detention. If a child continues

not to read regularly, parents will be informed through a letter from the English leader who will then monitor the situation to ensure there is improvement.

#### 4.2 Spelling

Spellings are set and tested each week. At St Anne's we use a scheme of work that follows national curriculum guidance, most often grouping sound families together. Sometimes spellings may be set that include key vocabulary for the current class topic. The number of spellings given may vary depending on the needs of individual children.

Children may be asked to extend this learning by putting the different spellings into sentences so understanding of meaning is developed.

#### 4.3 Times Tables

By the end of Key Stage 1 (Y2) the children need to know their 2, 3, 4, 5 and 10 times tables. By the end of Key Stage 2 (Y6) the children need to know their times tables up to 12x12 and the corresponding division facts.

The children may be set different times tables to learn each week and it will take the form of rote learning, times challenges and/or games.

#### 4.4 RE

The Liturgy Challenge is made up of some key questions linked to a specific Sunday gospel reading. There is also an activity. This can take the place of one of the five required reading sessions. It is important that parents/carers support their children's understanding of the gospel stories in order for them to fully answer the questions.

## **5 EYFS**

### 5.1 Nursery

In Nursery, parents/carers are expected to read to their child daily. Books can be borrowed from the book box in the classroom. Talk about the story or information and the pictures together.

Parents/carers will also be encouraged to work with their child on their individual targets. These will be shared at Parents' Evenings over the year. Home activity sheets to further target individual children's areas for development will be sent home as appropriate.

### 5.2 Reception

In Reception, parents/carers are encouraged to read to their child daily (five times a week minimum) and for this to be recorded in their child's reading diary. As well as books that the children can access independently being sent home each week, they are invited to take home

a 'sharing' book from the book corner in the classroom. This can be changed when needed and is for the adult and child to read together.

Parents/carers will also be encouraged to work with their child on their individual targets. These will be shared at Parents' Evenings over the year. Home activity sheets to further target individual children's areas for development will be sent home as appropriate.

## **6 Additional Homework**

Children in KS1 and KS2 will be encouraged to log on to 'Lexia' and 'Sumdog' from home. Children in EYFS will be encouraged to log on to 'Teach a Monster to Read'. These are online tools to further support their reading and maths learning.

Where appropriate, questions and challenges will be posted on class blog pages.

At times it may be appropriate for the class teacher to set some pre-learning. This is dependent on the class topic and may take various forms, such as research, exploring key vocabulary or map work. Information about class topic work will be mentioned in the curriculum letters that are given out at the start of each half term.

Rainbow words may be sent home to support targeted EAL children whose reading fluency would benefit from learning key words by sight.

As a rule, holiday homework will not be set. However, the children will still be expected to read, learn spellings and times tables. Pre-learning may be set asking children to do a small amount of research on a new topic they will be starting after the holidays (as and when required). Teachers will happily signpost towards helpful websites and suggest booklets that will support children should parents want to work with their child at home and request this.

## **7 Information**

Teachers will always try to ensure that the homework set is at the correct level for the children but that it includes an element of challenge.

Details of when homework is given out and expected back in will vary from class to class and will be shared with parents/carers and the children at the start of the year by their class teacher.

Parents/carers are asked to ensure that their children give the necessary time and effort to completing homework and handing it in on time. Teachers will keep a record of missing homework (the non-negotiables) – after three missing or incomplete pieces of homework, children will receive a detention (KS2). After three detentions a letter will be sent home to inform parents/carers. Continual instances of missing or incomplete homework will then be followed up by the headteacher.

## **8 The Role of the Parent/Carer**

8.1 Parents/carers are a child's primary educator and their role in helping their children with homework is crucial. There are a number of ways in which you can help your child:

- Provide them with a suitable, quiet space for them to complete their homework;
- Make it clear that you value homework and support the school in explaining how it can help learning;
- Encourage and praise your child;
- Signing your child’s reading record;
- Ensuring work is completed and returned on time;

8.2 Additionally you can support your child’s development by:

- Visiting libraries and museums etc.
- Cooking together
- Swimming
- Playing games – e.g. board games, cards, ball games
- Watching informative TV programmes together
- Providing opportunities for craft activities – e.g. cutting, sticking, sewing, painting
- Gardening and growing plants
- Using the internet (following guidelines for safe internet use)
- Talking to your child about school work, their day etc.

## **9 How Can We Support You**

9.1 The school also aims to support parents/carers in a number of ways. We will:

- run subject workshops over the year to keep you updated on the curriculum and ways in which to work with your child;
- hold English language classes for parents/carers (currently run by English for Action);
- meet with you regularly over the year to update you on your child’s progress and attainment;
- provide opportunities for children to read with a school adult;
- run “Story Time” sessions in EYFS/KS to model how to read with children and suggest follow-up activities.

<b>Date agreed by Governing Body on</b>  <u>20<sup>th</sup> September 2016</u>	<b>Signature of Chair or Vice Chair</b>
<b>Date agreed for review</b>	<b>Frequency of Review</b>  Annual / Bi-annual / Three-year cycle
<b>Responsibility for Review</b>  Committee / Headteacher	