

Chevening (St Botolph's) C.E. Primary School



Homework Policy

This policy was reviewed: Sept 2024
Review Date: AUT 2025

In line with our Biblical Vision (Matthew 13: 31-32), this policy has been developed being mindful of our aim to provide an excellent education through being

- True to Christ and His teachings.*
- Known for kind and thoughtful actions and attitudes.*
- Inclusive in serving, sharing and showing God's love to benefit all.*

Our school is a nurturing school and our policy is developed in line with the six principles of Nurture reflecting the school's understanding that:

- Children learn developmentally
- The classroom is a safe base for every child
- Nurture is important to the development of well-being
- Language is a vital means of communication
- All behaviour is communication
- Transition marks important stages in a child's life

Rationale

Homework provides children with the opportunity to consolidate learning completed in class, practise skills they have acquired or complete some background learning to broaden their knowledge and understanding. In some instances, with the support of parents, it can also provide some 1:1 support with learning which might not be possible in school, build self-esteem and confidence and help parents to feel involved in their children's learning and curriculum.

Aims

All homework should achieve one or more of the following aims:

- Consolidate learning completed in class
- Provide the additional practice at a new skill needed for deep learning
- Provide time and space for children to broaden their understanding and knowledge about areas of the curriculum
- Build the partnership with parents by involving them in their children's learning
- Increase self-esteem and confidence in learning
- Prepare children well for the next stage of their education

Suggested timings

Whilst there are no longer any official government guidelines on the time pupils should be asked to spend on homework, former DfE suggestions are a helpful indication and were as follows:

Years R, 1 & 2: 1 hour per week
Years 3 & 4: 1.5 hours per week
Years 5 & 6: 2.5 hours per week

During periods of Remote Education, normal homework expectations will be suspended, in recognition of the challenges of home-learning, e.g. children at home taking longer to complete a task than when in school.

For homework to be most effective, pupils value:

- work set at the appropriate level
- a clear explanation of the task
- homework that is interesting, manageable and linked to the curriculum
- tasks that are relevant
- someone to help, when necessary
- opportunities to take responsibility for evaluating their own progress
- tasks that deepen and reinforce the curriculum
- opportunities to have their work valued
- gaining a sense of achievement
- guidance on how much time to spend working away from school

Key Questions to be Considered When Setting Homework

- How long is it actually taking children?
- How hard or easy do children find the tasks?

- Is homework consistently acknowledged?
- Is there a good balance in the tasks set?
- Do all children have access to the resources they need at home?
- Is the homework regime manageable for teachers?

Chevening's homework priorities and progression:

EYFS:

Reading: Daily reading is the most important part of the children's homework. All children have a teacher-selected Phonics Book (Essential Letters and Sounds Scheme) and a child-selected book from their class collection. We ask all parents to hear their child read their phonics book four times a week. We place great importance on reading as it is a vital skill which underpins much of children's other learning in school. Research shows that consistently hearing a child read aloud for five mins every day makes an **enormous** difference to their progress. All the children have a reading diary for parents to record their child's reading at home, along with any pertinent comments about how well the child is doing/ any difficulties arising. This daily reading is **in addition** to other reading experiences, including opportunities to share books with family and friends, that encourage children to develop a personal love of reading.

Learning Journals with weekly tasks linked to learning and the phonics sounds that have been learnt that week.

KS1:

Reading: Daily reading is the most important part of the children's homework. All children have a teacher-selected Phonics Book (Essential Letters and Sounds Scheme) and a child-selected book from their class collection. We ask all parents to hear their child read their phonics book four times a week. We place great importance on reading as it is a vital skill which underpins much of children's other learning in school. Research shows that consistently hearing a child read aloud for five mins every day makes an **enormous** difference to their progress. All the children have a reading diary for parents to record their child's reading at home, along with any pertinent comments about how well the child is doing/ any difficulties arising. This daily reading is **in addition** to other reading experiences, including opportunities to share books with family and friends, that encourage children to develop a personal love of reading. From Term 4 in Class 1, from Term 4, some questions may be sent home to help children develop good understanding of what they are reading. From Term 3 in Class 2, the children will be given a short reading comprehension activity.

Phonics / SPAG (Spelling, Punctuation and Grammar): Becoming proficient with Phonics is important in supporting both reading and writing skills. All children will have some learning relating to either phonics or SPAG each week.

From Class 2, children will create their own list of spellings, taken from corrections within their work, to practice at home. Lists may also contain words that follow the spelling rules being learnt in class.

Maths: Weekly activities are given to children in Class 1, linked to the focus of their Maths lessons. In Class 2, Schofield and Sims books are used for weekly homework, following an

initial assessment in class. The number of sections to be completed will be directed by the teacher.

From Term 3, as part of their preparation for Key Stage 2, Class 2 children also use our Times Table Rockstars website for Maths (multiplication) homework. Each child has their own login/password to learn/practise times tables. We ask parents to support twice weekly use of the site, where IT access is possible. Please speak with your child's teacher if this is an issue.

Writing and other subjects: From Term 5 in Class 2, the children have a home learning challenge grid, which is related to their class learning. There is a weekly choice of activity, which may be related to English, maths, science or other subjects.

KS2:

Reading: Reading is an excellent *daily* habit for all children to develop and embed as it continues to impact their attainment in all subjects, as well into secondary school. It is expected that **in addition** to their normal homework, children in KS2 will be reading every day for at least 20 mins. Children may complete a log of their reading.

Maths: We use Schofield and Sims Mental Arithmetic to provide children with a mixture of mathematics topics within a set of questions. Typically, in Class 3 and 4, the children are expected to complete one or two sections, whilst in Class 5 and 6, the expectation is to complete one whole test each week. This approach has several benefits including keeping all mathematical topics 'ticking over' whilst they may be focusing in detail on a particular area in class. In addition, many children struggle when they come to a formal test situation, because each subsequent question comes from a different area of mathematics. In class, they will usually answer a series of questions all relating to the same area of learning, e.g. fractions. A homework which provides practice at jumping from one topic to another is therefore particularly useful.

In addition, the children should access Times Tables Rock Stars software, which provides children with individual login/password to learn/practise times tables. The expectation is for daily use, where IT access is possible. Please speak with your child's class teacher if there is an issue.

Spelling: Through the week, children will create their own list of spellings, taken from corrections within their work, to practice at home. Lists may also contain words that follow the spelling rules being learnt in class.

Subject Grid: Years 3 to 5: We aim to provide children with varied and interesting homework, which allows them some choice about the areas of learning they would like to pursue. Children are provided with a grid of 9 squares at the start of each term. Within the grid are 9 homework activities relating to the term's topic. Some of these are writing based, others are science or humanities led and others have a creative focus. The squares on the grid are colour coded in three colours to indicate the type of activity. Every other week children will choose an activity to complete, ensuring that over the course of the term they have completed one of each colour. The depth of learning increases through the activities, so children in Class 5 will need to spend longer completing the tasks.

Year 6: Children in Year 6 will be asked to complete a project based piece of homework spread out over the 6 week term. They will be provided with a framework to help them manage the completion of this task as preparation for secondary school.

Marking Homework

Parents may be asked to evaluate homework with their children, which may be done by talking about it, asking questions or marking work. When the parent marks homework they may make a written comment if necessary.

Some types of homework will be marked as a class, others will be evaluated on a group or individual basis.

Completion of homework

Typically, homework should be issued on a **Friday** to be returned by the following **Wednesday**. All children are expected to attempt the homework set and ensure that they do so in a timely manner. This supports the children's learning and is good preparation for our Key Stage Two children as they approach secondary school. Families are asked to provide a folder for the child's completed homework to come back to school. Children in Key Stage Two who regularly do not complete homework may be asked to complete it within their break-times so as to ensure they do not fall behind their peers. If children are struggling to complete their homework for any reason, parents should speak to the class teacher as soon as possible so that support can be put in place or the homework can be adapted accordingly.

If parents/carers have any questions about Homework, they should contact the Class Teacher in the first instance.