

# Hipsburn Primary School

## Homework Policy

May 2020



### Hipsburn Mission Statement

"The most valuable gift we can give a learner is to enable them to think for themselves, to care for others and thereby acquire a sense of self-worth and confidence which can be used to benefit both society and the individual."

### Rationale

The policy aims to guide all staff in the organisation and production of homework, developing a consistency of approach across all the year groups. The policy will act as a guide to good practice with regard to setting, monitoring and marking homework.

### Aims

Through this policy we aim to:

- Develop pupils' independence and resilience.
- Ensure consistency of approach throughout the school.
- Consolidate learning that has taken place in the classroom.
- To provide pre-learning where appropriate
- Create a partnership between parents and teachers in relation to pupils' learning.
- Provide opportunities for parents and pupils to work together to enjoy learning experiences.
- Ensure that the needs of individual pupils are considered.
- Prepare Year 6 pupils for their transition to secondary school.

### Homework tasks

Children are introduced to the idea of "work to be done at home" from an early age. Homework provides an opportunity for children to organise their own learning as well as activities that need support from parents/carers. It is important that children develop regular learning routines in preparation for secondary school. It is expected that they will spend increasing amounts of time on homework as they move through the school whether that be maths, English or research topic based homework.

As a rough guide, time spent on homework should be no more than:

- FS/Year 1 - 10 minutes per school night
- Year 2/3 - 15 minutes per school night
- Year 4/5 - 20 minutes per school night
- Year 6 - 25 minutes per school night

### Reading

- Foundation Stage, Key Stage 1 (Years 1 - 2) and Key Stage 2 (Years 3 - 6) who require additional support

Pupils bring home a reading book which is carefully matched to their stage in reading. This is changed regularly. They have a target to read five times a week at home, to support the teaching taking place in school. The pupils have reading diaries which are used as a means of communicating between home and school. Parents are asked to write their comments in their child's reading diary when they hear their child read. Other books or reading materials shared at home also count and can be included as entries in the reading diary. (Pupils in Foundation Stage and Year 1 also bring home a new sound each day that they have been learning at school.

- Key Stage 2 (Years 3, 4, 5 and 6)

Pupils are encouraged to read independently, daily, discussing their reading with parents. Parents and/or pupils can record reading entries into the reading diary or the Year 5 / 6 planners. Diaries must be signed by parents on a weekly basis.

### Mathematics

Homework supports the teaching that has taken place in mathematics during the week and can also be used for pre-teaching as required. Pupils are encouraged to use calculating methods from the calculation policy which is used throughout school. The policy can be accessed from our [school website](#)

- Pupils in Foundation Stage may be set practical mathematics tasks as and when appropriate.
- Pupils in Year 1 will begin to bring home formal weekly mathematics homework - Years 2 - 6 will bring home weekly mathematics homework throughout the whole year. Pupils in Key Stage 2 are also expected to practise their times tables on a weekly basis. Mathematics homework will be marked on a weekly basis.

### Spelling

Pupils will complete weekly spelling tests. Spelling tests will consist of year group words from the National Curriculum and Rising Stars assessment words. These can be adapted to support children who require extra support. Rising Star words will be assessed half termly. Spelling homework is marked on a weekly basis.

### English

English homework will reinforce learning that has taken place during the week and marked on a weekly basis. English homework will vary depending with year group the pupil is in and can range from grammar and vocabulary, reading, comprehension and written tasks including research.

### KS2 SATs

In the run up to the Year 6 SATs, pupils are also sent home with additional SATs revision tasks which support the learning in class. This is sent home as and when appropriate.

### The Role of the Class Teacher

- To provide an outline to parents of homework tasks.
- To set up a regular homework routine.
- To check that the homework is meeting pupils' needs.
- To monitor the pupils' homework and give them feedback through verbal comments, marking and peer marking, test results, using work in lessons etc.

### Parental Involvement

Parental involvement is strongly encouraged. Teachers listen and respond to parents comments about the homework set. It is the pupil's responsibility to complete their homework. Parents of pupils who continually fail to complete homework will be contacted to discuss the situation with the class teacher.

### Homework Club

A weekly lunchtime homework club is available for Key Stage 2 pupils to attend if they wish to do so to support the completion of homework. Pupils who are regularly not completing homework or reading at home will be directed by their class teacher to attend homework club or complete morning tasks to ensure their progress is not allowed to fall behind that of their peers.

### Differentiation

Homework will be designed in such a way as to give all pupils the means to participate. Reading, spelling and maths will be differentiated by content as necessary.

### Equal Opportunities/Special Needs

Opportunities will be created for every pupil to succeed. This may mean that homework challenges must be adapted further for pupils with more specific learning needs. Teachers need to be aware that pupils have varied amounts of support at home and be sensitive to pupils' socio-economic and cultural backgrounds.