



## Homework Policy

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This policy was adopted on: 30<sup>th</sup> March 2017

This Policy is to be review on: 30<sup>th</sup> March 2019

## Haddenham Community Junior School

### Homework Policy

The homework policy has been reviewed in the light of responses to parental questionnaires and following staff consultation.

#### **Vision statement:**

We provide a safe, stimulating and successful environment to enable all children to develop their full potential to prepare them for the next stage of their lives.

#### **Aims:**

At HCJS we define homework as anything that children do outside the normal school day that contributes to their learning.

Homework is important for the following reasons:

- To promote a positive work ethic
- To help develop the skills of an independent learner
- To promote cooperation between home and school in supporting each child's learning
- To provide educational experiences not available at school
- To help children develop good work habits for the future
- To encourage children and parents to share and enjoy learning experiences
- To reinforce the notion that learning takes place both inside and outside school
- To help develop time management skills
- In Year 6, to prepare for the demands of secondary school

Whilst homework is important, it should not prevent children from taking part in out of school activities. We are well aware that children spend more time at home than at school and we believe that they develop their interests and skills to the full when they are encouraged to make maximum use of the opportunities available outside school.

#### **Curriculum content and organisation:**

There are no recommended government guidelines for the amount of homework that should be set for primary aged children.

However:

#### **Reading Homework**

We view regular reading at home to be a key aspect of developing a child's learning. We value parents and carers reading with and to their children

because it allows them to enjoy texts they might not be able to read alone, therefore improving many key skills which enable a child to access the wider curriculum.

Children should read at home regularly, preferably every day. They may read to an adult, with an adult or read to themselves if appropriate. At least three times a week parents/carers should record such reading in the reading record provided by school. This regular reading is the first step in developing good habits. We expect Y3 and 4 pupils to read to an adult at least three times a week.

Guidelines to help with reading at home can be found in Appendix 1.

### **Literacy**

Y3 will have spelling homework to reinforce and extend KS1 phonic work. Other year groups will give a weekly spelling, punctuation or grammar task based on learning in their current unit of work.

All classes will set reading **comprehension** homework via 'Bug Club' our online reading platform. This may be weekly or fortnightly depending on the length and complexity of the relevant text and age of your child.

**Some** children who need extra consolidation work, may be given additional or replacement literacy homework, (your class teacher will discuss this with you if necessary).

### **Maths Homework**

Secure knowledge of times tables is a vital part of accessing more advanced mathematics. The current government recommendation is that children should know all tables up to 12 x 12 by the end of **year 4**. Children will have some kind of tables test weekly and parents/carers will be informed about which tables their children should be practising several times a week. (Appendix 2)

**All year groups** will have one maths homework activity each week. This may be a worksheet, a computer based activity, (Usually Abacus) or a practical activity (e.g. cooking or playing a game).

### **Topic homework**

Research or written tasks will be set as homework for various topics studied in school. The amount will increase according to Year group. There will be at least 3 such homework activities set each term. Your class teacher will notify you of these, and of deadlines for submission via your child's homework book.

### **Learning and teaching strategies:**

When children start in Year 3 they will be given a homework book. This will be used to record homework information and the homework itself.

No homework will be given for handing in the next day, or given on a Friday for the following Monday. All homework deadlines should allow children to

access Wednesday homework club should they wish.

Homework should not be a battle between parents and children. No more than 30 minutes should be spent on one piece of homework. If homework is not completed in this time then parents should record the amount of time spent on it in the book.

Work not finished in class due to inattention or misbehaviour will not be sent home as homework but will be completed during lunch and break times.

No teaching of new concepts should be required at home. If a child has difficulties with a homework task the class teacher should be notified.

Teachers will monitor homework completion. If a child fails to hand in homework on three separate occasions, a letter will be sent home informing the parents.

### **Cross curricular links:**

(From January 2017) A termly overview will be accessible on the school website to give parents and carers information about which topics they may want to encourage further interest in.

Suggestions for activities at home to enhance learning:

#### Money

Counting, going shopping and calculation change, currency conversion

#### Cooking

Measuring and weighing, calculating cooking times, calculating total weight, using scales accurately

#### Time

Telling the time accurately (by the end of Y6 children should be able to tell the time to one minute accuracy), using timetables for travel, calculating time intervals between TV programmes, calculating times for journeys.

#### Social Skills

Playing board and other games; turn taking, learning to win and lose graciously!

#### Science and humanities

Watching the television! There are so many programmes that supplement topics studied in school. Trips to museums and exhibitions will further knowledge and understanding.

#### Computing

The internet is awash with useful programs that support learning in all curriculum areas.

**Assessment, Recording and Reporting:**

Homework will be checked by teachers in a way that is appropriate to the task.

**Equality:**

In line with the Equality Act 2010, we will not discriminate against any pupil because of their sex, race, disability, religion or belief, sexual orientation, pregnancy or gender reassignment. (Ref. - [www.equalities.gov.uk/equality act 2010](http://www.equalities.gov.uk/equality%20act%202010))

**Health and Safety:**

N/A

**Role of the co-ordinator**

To review this policy yearly and make changes as necessary and inform parents.

Andy Leach 2016

## Appendix 1

### Guidelines to help with the very important task of reading at home.

- Reading for meaning is as important as the decoding skills and parents can help to improve comprehension. Children need to be able to interrogate the meaning of sentences and paragraphs. They must be aware when a passage does not make sense and go back and put it right; self-correction is an indicator of understanding.
- Comprehension can be improved by training the children to look for key phrases or words that help them clarify what is happening in the text. It also improves when the context is at the correct level both in terms of interest and difficulty.
- It is important not just to read the words and understand them but to be able to talk about the book i.e. What has happened? What might happen? Why?
- Word recognition needs to be fast and effortless as speed can help with comprehension.
- Strategies that can be used to help your child with their decoding skills in reading include:
  - i. Using pictures for clues.
  - ii. Rereading a sentence.
  - iii. Splitting an unknown word up and then blending.
  - iv. Missing the word out and trying to guess, using the context of the passage.
  - v. Using knowledge of phonic sounds to build a word.
  - vi. Using rhyme, as children have an ability to store rhyme

## Appendix 2

### Times table stages

Stage 1: 2x, 5x, 10x tables plus associated division facts.

Stage 2: 3x, 4x tables plus associated division facts.

Stage 3: 2x, 5x, 10x, 3x, 4x tables plus associated division facts.

Stage 4: 6x, 8x tables plus associated division facts.

Stage 5: 3x, 4x, 6x, 8x tables plus associated division facts.

Stage 6: 7x, 9x tables plus associated division facts.

Stage 7: 6x, 7x, 8x, 9x tables plus associated division facts.

Stage 8: 11x, 12x tables plus associated division facts.

Stage 9: 6x, 7x, 8x, 9x, 11x, 12x tables plus associated division facts.

Stage 10: Fractions of numbers.