



## Dallimore Primary & Nursery School

### Homework Policy

Homework in school takes various forms depending on the age of the pupils. For example, for younger children it may be practicing phonic words to support their reading, while in Upper Key Stage 2 it may be additional work to prepare them for the demands of Secondary School. We try to set homework which is meaningful for the children, whilst also being mindful that children have opportunities outside of school that are equally important in developing and enriching their lives.

#### The Purpose of Homework

As a child progresses through Primary School, homework has some or all of the following purposes depending on the age of the child and the format of the work set.

- It consolidates and reinforces skills and understanding learnt in school.
- It extends school learning, for example through additional reading.
- It provides children with opportunities for children to use out of school resources (e.g. books and IT) found in the home or other places such as libraries.
- It supports the partnership between school and parents.
- It helps to develop the confidence and self-discipline the child needs to study on their own.

#### Aims and Responsibilities

Our aims for setting homework are to:

- Give children further practice of the skills and concepts learnt during the school day.
- Extend and support the learning experiences in school via reinforcement and revision.
- Enable parents to share in their child's education in partnership with the school.
- Provide progression towards independence and individual responsibility in Upper Key Stage 2 to prepare them for secondary school.
- Ensure consistency of approach throughout school.

The school, parents and pupils have responsibilities regarding homework and these are as follows.

**School** is responsible for setting homework appropriate to a child's age, acknowledging the return of homework and, where appropriate, provide feedback to the child.

**Parents/ carers** are responsible for providing their child with time, space, encouragement and support with any homework they have including hearing their child read and assisting in learning tables and spellings.

**Pupils** are responsible for undertaking any homework set and remembering to take home and return to school all books and equipment needed to complete their homework.

#### Type and Quantity of Homework

Homework should be set once a week on a regular day. Parents and children should all be aware of what day homework is set, and what day it should be returned. Expectations for homework

distribution and return should be noted on the class curriculum letter at the beginning of each term. From KS1 upwards all children will be given a homework book and/ or folder.

**Foundation Stage:** Regular reading and phonic words to practice. Numbers to learn as appropriate for a child's level of development.

**Key Stage 1:**

- **Daily:** Reading- aiming for five times per week
- **Weekly:** a piece of English, Maths or Topic work
- **Each half term:** phonic phase appropriate word lists, 2, 5 and 10 times tables activities and special creative projects (which may be set over the holidays).

**Lower Key Stage 2:**

- **Daily:** Reading- aiming for five times per week
- **Weekly:** spellings, one piece of English and Maths and times tables activities.
- **Additional:** Occasionally children will be given a slightly larger project to be completed over a number of weeks and this may be linked with their topic work.

**Upper Key Stage 2:**

- **Daily:** Reading- aiming for five times per week
- **Weekly:** spellings and at least one piece of Maths, SPAG (grammar and punctuation) or Reading Comprehension per week. Practice all times tables

The length, detail and expectations of time spent on these tasks is dependent on the child's age and ability.

**Reading at Home**

Reading is a basic life skill. Reading with and to parents/ carers forms an important part of the work that children do at home. It enables them to share books with a member of their family regularly. We encourage all children to read either independently, with, or to, an adult. We aim for all children to read at least five times per week at home although we recognise that this isn't always possible. This can be reading with an adult or family member, or for the older or more-able children this could be independent reading. Any reading at home should be noted in the reading record book.

**Spellings**

Being able to spell well is a basic life skill. All classes learn spelling rules and patterns within school and practice at home is vital to ensure that these rules and patterns become embedded. In KS1 phonics forms the basis of the teaching of phonics and children will be sent home with word lists

which are appropriate to the phase they are following. These are to enable practice at home and will not be tested. Teachers in KS2 issue spellings on a weekly basis (although the day may vary in different classes) and, on the whole, children are tested on these later in the week, or the next week.

### Times tables

Children use times tables in many different ways and quick recall of times tables facts enables efficient calculation. There is a recommended progression for the learning of times tables (and related division facts) as detailed below:

- Year 1: Count forwards and backwards in 2s, 5s and 10s. Double numbers up to 10. Halve numbers up to 10.
- Year 2: Know the 2x, 5x and 10x table. Count in 3s. Double and halve numbers up to 20. Know division facts for the 2x, 5x and 10x tables e.g.  $20 \div 5 = 4$ .
- Year 3: Review 2x, 5x and 10x tables and division facts. Learn 3x, 4x and 8x tables. Double and halve 2-digit numbers. Know division facts for the 3x, 4x and 8x tables e.g.  $24 \div 4 = 6$
- Year 4: Review all previously learnt times tables. Learn 6x, 7x, 9x, 11x and 12x tables. Double and halve larger numbers and decimals. Learn division facts for 6x, 7x, 9x, 11x and 12x tables e.g.  $77 \div 11 = 7$ .
- Years 5 and 6: Know all x tables up to 12 x 12 and related division facts.

All children from year 1 to year 6 have a times table card to enable us to track their progress. A copy of this will be sent home.

### Homework Feedback

We recognise that pupils benefit from feedback on their work. Much of the homework, especially lower down school may not be formal paper exercises, and so won't require formal marking. Therefore, much of the feedback may be verbal feedback from the teacher. Teachers will always check to see if the homework has been completed and then pupils may have the opportunity to peer discuss and assess their work with guidance from an adult. We will recognise and reward children for the efforts with homework in line with the school reward system. Whilst we will reward children's efforts with homework we will not punish children for not completing tasks set, however we will encourage them and offer opportunities within the school for them to complete their work.

Constructive feedback from parents is always welcomed and to enable this we provide children with a Reading Record. These should be collected and monitored regularly by the class teacher.

Date of Policy: March 2018

Date of next review: March 2019