

GREAT CHESTERFORD C. OF E. PRIMARY ACADEMY



Two are better off than one, because together they can work more effectively.

Ecclesiastes 4:9

Homework Policy

June 2023

At Great Chesterford C. of E. Primary Academy, we aim to provide the best possible education for each child within the context of a caring Christian community. Our school values underpin all aspects of school life, including behaviour and relationships within our school. Our school values are: God's Guidance, Respect One Another, Excellent Behaviour, Aiming High and Tremendous Teamwork. Our Golden Rule is to 'treat others as you would like to be treated'.

Our curriculum promotes the spiritual, cultural, intellectual, moral, mental physical, health and social well-being of each child. We strive to provide a high standard of education for all children, irrespective of gender, culture, ability or aptitude.

The purpose of homework

1. To develop an effective partnership between the school, and parents and other carers in pursuing the aims of our school.
2. To further stimulate enthusiasm for learning.
3. To consolidate and reinforce skills and understanding, particularly in English and Mathematics.
4. To broaden the context of learning and provide enrichment by exploiting resources for learning, of all kinds, at home.
5. To encourage pupils, as they get older, to develop the confidence, resilience and self-discipline needed to become independent learners.

The type and amount of homework appropriate for pupils of different ages

The main focus of homework throughout both key stages will be on English and Maths.

Homework does not just mean formal exercises carried out by children without help from adults. Particularly in the case of younger children, it is the involvement of parents and carers in joint activities which is most valuable in promoting children's learning.

As a school, we believe that regular reading is vital.

Progression is planned from Reception to Key Stage Two through the provision of appropriate activities with an increase in expectation as they move through the school.

Reception

Children will bring home a [class library](#) book to share with an adult and are expected to spend around 10 minutes each day engaging with a book which can include this

book. An appropriate phonics book will be brought home at the end of each week for the child to read and celebrate the reading skills they have been practising in school. In addition, weekly tricky word and optional maths activities will also be shared.

Year One

Children will bring home a class library book to share with an adult and are expected to spend around 10 minutes each day engaging with a book which can include this book. An appropriate phonics book will be brought home at the end of each week for the child to read and celebrate the reading skills they have been practising in school. In addition, weekly tricky word and maths activities will be set.

Year Two

Children will bring home a class library book and are expected to spend around 10 minutes each day engaging with this with an adult. Some children will continue to bring home an appropriate phonics book to continue to practise their decoding and fluency skills. In addition, children will also have a spelling activity and a 20 minute maths activity to complete once a week.

Year Three

Children are expected to read with an adult for around 10 minutes each day and practise times tables daily. In addition, children will also have a spelling activity and a 20 minute maths activity to complete once a week.

Year Four

Children are expected to read with an adult for around 15 minutes each day and practise times tables daily. In addition, children will also have a spelling activity and a 20 minute maths activity to complete once a week.

As children move into Upper Key Stage Two, they are expected to take increasing responsibility themselves for the completion of their homework.

Year Five

Children are expected to read for 15 minutes each day (the minimum expectation is once a week to an adult) and practise times tables daily. In addition, the children will have two 25 minute tasks each week to complete, which will typically include English and Maths.

Year Six

Children are expected to read for 15 minutes each day (the minimum expectation is once a week to an adult) and consolidate times tables. In addition, the children will have three 30 minute tasks each week to complete, which will typically include English, Maths and Science.

These are guidelines and if a child is spending too much extra time on their work or does not understand the work, they should stop and the parents inform the class teacher. We believe that homework should be manageable for all concerned and

that if it becomes a chore/burden/source of conflict it ceases to be a constructive aspect of learning.

Occasionally, additional tasks may be set such as bringing in a leaflet, a flower, shoe box, etc. There may also be one-off tasks for special events.

In Key Stage 2, each class has an art book. This is sent home with a child for a week so that they can experiment with, explore or share different types of artwork before celebrating this with the rest of the class. This homework task remains optional, and the children are asked if they would like to take the art book home. The aim of this is to encourage creativity and promote art skills and discussions.

Special Educational Needs

Children who are on the SEN register or have a specific need may be set alternative homework.

Responsibilities

School will:

- Provide a variety of approaches will be used to ensure that parents and children are aware of homework expectations and organisation. These may include meetings, booklets, homework planner etc.
- Seek parent feedback through questionnaires, parent consultations and other appropriate meetings.
- Provide support at school, which may include access to computers.

Class teachers will:

- Make homework allocations clear. The work should always have been explained and discussed in class before being sent home.
- Set homework in a structured way to help children develop regular study patterns.
- Ensure there is regular feedback for completed work.
- Investigate discreetly the reasons why homework has not been completed before any action is taken.
- Ensure that homework is manageable and that it follows a regular pattern.
- Use their professional judgement in allocating homework where there has been an absence to prevent overloading a pupil.
- Ensure that homework will be related to classwork. This helps parents to know more about what is going on in class and makes the homework more meaningful.

Parents/carers will be encouraged to:

- Provide a suitable place in which pupils can do their homework.
- Value homework and support the school in explaining how it can help in their learning.
- Encourage pupils and praise them when they have completed homework.

- Support children's reading skills by listening to them read and discussing books.

More detailed information about how parents can support their child is provided in our parent guide 'helping your child at home'. This guide can be downloaded from the website, or a hard copy can be requested.

Children will be encouraged to:

- Take responsibility for completing the tasks and organise any information or equipment they require including asking for help from an adult in school if needed (with increasing independence as they move through the school).
- Take pride in the completion of homework and make sure the same standards of presentation are maintained for homework as school.

Monitoring of the completion of homework

Feedback is given for completed homework. For those children who frequently fail to complete work, this will be discussed with the child and parents and the pupil may be asked to carry it out in their own time at school.

Home/School Communication

Children throughout the school have a book in which teachers and parents can record their comments. This may be in the form of a home/school link book or a planner. In KS1, the home/school link books are used to record reading comments as well as facilitate communication between home and school. In KS2, the pupil's planner encourages independent recording of tasks and this provides a means for parental communication on both reading progress and completion of homework. This system is also used to prepare children for the transition to secondary school.

Monitoring and Evaluating

The senior management team will be responsible for monitoring and evaluating the homework policy every three years.

The extent to which the policy is contributing to the progress pupils make at school and their attitude to learning will be reviewed.

Adopted by staff _____ (signed) _____ (date)

Adopted by governors _____ (signed) _____ (date)