

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 2021

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.

During the Early Years and Key Stage 1, homework will largely consist of regular reading with parents and carers.

During Key Stage 2, children should be reading at home each day and ideally this should still include reading to an adult.

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 are expected to read with an adult for around 10 minutes each day and daily practise of phonics sounds and sight words. Optional tasks to develop early learning skills are communicated through newsletters.

Year One

Children are expected to read with an adult for around 10 minutes each day (this may also include reading/learning sight words for some children) and complete a 15 minute maths activity once a week.

Year Two

Children are expected to read with an adult for around 10 minutes each day and complete a 20 minute maths activity once a week.

Year Three

Children are expected to read with an adult for around 15 minutes each day; practise a given times tables daily and complete a 20 minute maths activity once a week.

Year Four

Children are expected to read with an adult for around 15 minutes each day; practise a given times tables daily and complete a 20 minute maths activity 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); practise a given times tables daily and complete two 25 minute tasks each week 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); practise times tables daily and complete four 30 minute tasks each week which will typically include English, Maths, Science and French.

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 school. 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 such as The Book Week Challenge.

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 will be set homework appropriate to their needs. This will include those children requiring further challenge. There will be plenty of opportunity for success and the tasks will be varied.

Responsibilities

School:

- 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 etc.
- Parent feedback will be sought through questionnaires, parent consultations and other appropriate meetings.
- Support will be provided at school which may include access to computers.

Class teachers:

- Homework allocations will be clear. The work should always have been explained and discussed in class before being sent home.
- Homework is set in a structured way to help children develop regular study patterns.
- There is regular feedback and praise for completed work.
- The reasons why homework has not been completed will be discreetly investigated before any action is taken.
- Teachers will ensure that homework is manageable and that it follows a regular pattern.
- Teachers will use their professional judgement in allocating homework where there has been an absence to prevent overloading a pupil.
- Ensure that as far as possible, homework will be related to class topics. 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 reasonably peaceful, suitable place in which pupils can do their homework.
- Make it clear to pupils that they 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 as well as supporting the daily practise of maths facts.

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:

- Responsible for completing the tasks (with increasing independence as they move through the school) and to take responsibility for organising any information or equipment they require.
- 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

In Years 3 and 4, children who complete their homework are praised in class and there is regular encouragement. 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.

In Years 5 and 6, children completing homework are praised and outstanding examples of extra effort are rewarded. Teachers keep a discreet record of work completed. If required, children are asked to complete tasks in their own time in the school day. Parents are informed if a child regularly fails to complete homework.

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 diary. In KS1, the home/school link books are used to record reading progress as well as homework tasks. In KS2, the pupil's diary 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)