

East Crompton St James' CE (V.A) Primary School



HOMEWORK POLICY

Date of Policy / Reviews	Author(s)	Approved by Gov. Body	Signed	Next review due
November 2015	A Peacock A Murray	March 2016	K Jackson	Sept 2016

East Crompton St James' CE Primary School **Homework Policy**

What is homework?

Homework is defined as any work or activity which pupils are asked to do outside lesson time either on their own or supported by parents or carers.

The purpose of homework

- The main purpose of homework is to improve the quality of learning of all children.
- Homework may reinforce and support learning, which has been initiated at school.
- Regular homework indicates to the children the high priority we place on learning.
- Homework forges links between home and school and enables parents and carers to partake in their child's learning and to work together to enjoy teaching experiences.
- The purpose of homework changes as the children get older. For children at Key Stage 1 it is important to develop a learning partnership with parents or carers and develop active involvement in their child's learning.
- Regular homework helps develop confidence, good study habits and self-discipline in children.
- To consolidate, reinforce and extend skills.
- To provide opportunities for parents and children to work together.
- To allow parents and carers to gain an understanding of what children are learning in school.
- To allow children to progress towards becoming more independent learners at Key Stage 2, particularly in Year 6, independent study helps to prepare the children for the requirements of Secondary School.

What are the aims of this policy?

- To ensure a consistent approach to homework throughout the school.
- To ensure that teachers, parents and children have a clear understanding regarding expectations for homework.
- To ensure that teachers, parents and children are fully aware of the role they play with regard to homework.

What is the role of the school?

- To provide parents with a clear policy regarding homework.
- To ensure this policy is fully and consistently followed.
- To provide support for parents with information about homework

What is the role of the teacher?

- To plan homework that is appropriate to the needs of all the children in their class.
- To ensure all children understand the homework they have been given.
- To mark and give feedback about homework.
- To be available to talk to parents and children about homework.
- To inform parents if there is a problem regarding homework.

What is the role of the parent?

- To support the child in completing homework. Offer your help and support for younger children to complete tasks. Expect older children to work more independently but make it clear that you are there if needed.
- To ensure the child completes homework to a high standard, high quality of presentation and hands it in on time.
- To provide an appropriate, quiet environment for the child to complete their homework.
- To provide the appropriate resources for the child to complete their homework, e.g. pencil, pen, ruler, coloured pencils, rubber, dictionary, scissors and glue stick. (If you require any resources, please ask your child's class teacher).
- To let the teacher know if their child is struggling with their homework.

What is the role of the child?

- To ensure they have everything they need to complete homework each week.
- To make sure they understand the tasks that have been set. (Encourage children to see their class teacher if they don't understand prior to the date of submission.)
- To put in the same level of effort as would be expected of class work.
- To hand the homework in on time.
- To take on board any feedback about homework.

What does homework look like in each class?

Class	Homework
Reception	When: Half-termly (children can choose one activity per week) Content: topic activities linked to areas of learning – Maths, English, ICT, Creative, Understanding the World, Physical Plus regular reading at home (see below)
Year 1	When: Homework given out on Tuesday – due in on following Tuesday Spellings given out on Monday – test on following Monday Content: activities including research, posters, DB Primary tasks Plus regular reading at home (see below)
Year 2	When: Homework given out on Friday – due in on following Weds. Spellings given out on Friday – test on following Friday Content: Two pieces of homework usually Maths and Topic or Maths & English Plus regular reading at home (see below)
Year 3	When: Homework given out on Friday – due in on following Thursday Spellings given out on Friday – test on following Friday Content: Research/activities linked to Maths, Topic or Science Plus regular reading at home (see below)
Year 4	When: Homework given out on Friday – due in on following Thursday Spellings given out on Friday – test on following Friday Content: Topic/Science research, English, Maths activities (incl. times tables) Plus regular reading at home (see below)
Year 5	When: Homework given out on Friday – due in on following Friday Spellings given out on Friday – test on following Friday. Also times tables test on Friday Content: Topic/Science research and activities, English & Maths reinforcement tasks Plus regular reading at home (see below)
Year 6	When: Homework given out on Friday – due in on following Weds. Spellings given out on Monday – test on following Monday Content: English, Maths or Topic activities Plus regular reading at home (see below)

Range of homework activities

A variety of tasks are used to meet planned learning objectives. These can include:

- Speaking and listening activities
- Reading
- Spelling and word investigations
- Book reviews
- Reading comprehension
- Independent research

Contd.

Practical maths investigations
Collecting items linked to a theme
Skills practice across a range of areas
Data collection
Educational games
Longer topic projects
DB Primary Homework Tasks

Where a child does not have access to the internet to complete online homework, they will be provided with opportunities to complete homework at school. PLEASE INFORM SCHOOL AS SOON AS POSSIBLE IF YOUR CHILD DOES NOT HAVE REGULAR ACCESS TO THE INTERNET AT HOME. On occasion children may be given additional homework – e.g. Learning lines/poems for class assemblies/services. Some children may require homework tasks which may be different from their peers. Class teachers will allocate these tasks as required.

Reading with your child

EYFS (Reception) – Before your child has their own ‘school reading book’ please start sharing books (adult reading to child), identify the front cover/back cover/title/author/illustrator/blurb, talk about the story, discuss the characters, predict what will happen next, use the illustrations to encourage your child to re-tell the story. Please continue to share other books even when your child begins to bring home a school reading book and begins to read to you. Reading to your child gives them a model of reading and encourages them to build an enjoyment of reading.

- 3 to 4 times per week

Key Stage One (Y1&2) – As your child becomes more fluent and uses their knowledge of phonics to ‘de-code’ words, ask them questions about the story they are reading (see attached list). Continue to read to your child, sharing different books and encouraging them to discuss the story. Encourage your child to read a variety of texts – magazines, e-books and build an enjoyment of reading.

- 3 to 4 times per week

Key Stage Two (Y3,4,5&6) – Your child may be becoming more proficient in reading/de-coding words as they continue through this key stage but they will need to further develop their understanding and comprehension of the texts they read through discussing their book (see attached list of questions). In Y5&6 asking deeper questions about your child’s reading will also develop their Inference Skills (reading between the lines) which is much more difficult for children (see attached)

Y3&4 – 3 to 4 times per week

Y5&6 – 2 to 3 times per week

How can parents find out more information about homework?

Information regarding homework can be found on class newsletters. If parents/carers require any guidance regarding homework they can speak to their child’s class teacher.

What if a child is unable to complete their homework?

The expectation is that all children will complete their homework by the set date. Please inform school if your child is unable to complete homework due to a certain circumstance. Teachers will keep records of children completing homework and these records will be monitored on a regular basis. If there are any problems with a child not completing homework then the teacher will speak to the child and / or the parents/ carers. There will be consequences for pupils who do not complete homework e.g. missing breaktime.

**Questions to ask your child
when reading - Key Stage 1**

Before reading the book:

- Can you point to the title? or What is this? (pointing to the title)
- What do you think this story will be about? What might happen in the story?
- What do we call the writing on the back of the book? (Blurb) or What does the blurb tell us?

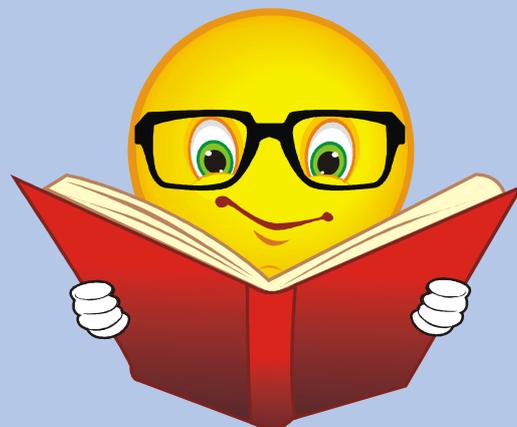
During the reading of the book:

- What is happening in the pictures?
- What has happened so far? Is it what you expected to happen?
- What might happen next? How do you think the story might end?
- What sort of character is....? Is he/she friendly/ mean/ nice...?

**Questions to ask your child
when reading - Key Stage 1**

At the end of the book:

- Did you like this book? Why? (Encourage children to develop their opinion about books by encouraging them to explain their reasons)
- What was your favourite part? Why?
- What was the most interesting/ exciting part of the book? Can you find it?
- What sort of character was....?
- Why did that character do ... (give a situation/ event from the story)?
- What happened in the story?



Questions to ask your child when reading - Key Stage 2

Before reading the book:

- What do you think this story will be about?
- What might happen in the story?
- What genre will this story be? E.g. fantasy, comedy, horror.
- What do we call the writing on the back of the book? (Blurb) or What does the blurb tell us?

During the reading of the book:

- What has happened so far? Is it what you expected to happen?
- What might happen next?
- How do you think the story might end?
- Who is your favourite character? Why?
- Who is the character you like least? Why?
- Find 2 sentences, which describe the setting.
- Is the plot fast or slow moving? Find some evidence in the text, which supports your view.

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Questions to ask your child when reading - Key Stage 2

At the end of the book:

- Which part of the story is your favourite / least favourite? Why?
- Would you change any part of the story? How?
- Would you change any of the characters? How?
- Which part of the story was the funniest, scariest, saddest, and happiest? Find some evidence in the text to support your opinion.
- Would you like to read another book by this author? Why?
- Does your opinion of this character change during the story? How? Why?
- If you met one of the characters from the story, what would you say to him / her?
- Find 2 things the author wrote about this character that made him / her likeable or unlikeable?



YEAR 5 & YEAR 6

Examples of 'deeper questioning'

How did ___ feel?

Why did ___ feel / think ___?

Why is ___ important?

Comment on a quotation

Describe ___ reaction / feeling

In what ways does ___

Explain...

Match feelings / thoughts to parts of the story

If ____, which / why?

Agree or disagree with an opinion. Justify.

How do we know ___?

What does this tell us about how ___ is feeling / thinking?

Have you ever had a similar experience? How did you feel?

Put yourself in their shoes.

Hotseat / interview characters

Who do you know who is like ___?

Simple comprehension questions

- What do you think is happening here? (interpret)
- What happened in this part of the story? What might this mean? (interpret)
- Through whose eyes is the story told? (deduce)
- Do you know what might happen next? (deduce)
- What do we know about...? (deduce/infer) e.g. Sarah was up the tree in her best frock. What do we know about Sarah? (deduce)
- What could this tell us about the character? (infer)

Some questions to help children deduce, infer and interpret

- Describe in your own words(interpret)
- What do you think will happen because of ...(infer/deduce depending on text evidence)
- If this was you - how would your friends react? (interpret and deduce)
- How do we know that?(deduce/infer- depending on text)
- If you were in _____'s shoes what would you do now? (interpret)
- Look at the text and find... What do you think...?(infer)
- What was _____ thinking as he...? How do you know? (could be any depending on the text)
- From the information, can you devise a set of instructions for...
- Where are the examples to support your point of view?