



## Kemble and Siddington Primary School Homework Policy

### **The purpose of homework**

By setting regular homework for pupils, we aim to:

- develop an effective partnership between the school and parents/carers in pursuing the aims of the school and the development of their child
- consolidate and reinforce skills and understanding, particularly in literacy and numeracy
- extend school learning, for example through additional reading
- encourage pupils as they get older to develop the confidence and self discipline needed to study on their own, and prepare them for the requirements of secondary school.

### **Content of homework**

For children in Key Stage 1, the emphasis of homework is on developing a partnership with parents/carers and involving them actively in their child's learning. The homework at this stage will mainly consist of short activities of different kinds such as simple games, learning spellings and number facts and, of course, reading together to provide a very important opportunity for young children to talk about what they are learning to an interested adult, and to practise key skills in a supportive environment.

As children get older homework provides an opportunity for them to develop the skills of independent learning, and this should increasingly become its main purpose. It is important that children should gradually get into the habit of regularly devoting periods of time, which may not be long, to study on their own. By the time children reach Year 5 and 6 their homework programme will cover a wide range of tasks and curriculum content. This will ensure that, in relation to homework, their transition to Year 7/secondary school is as smooth as possible.

For all children, the main focus of homework will be on literacy and numeracy. Science and other subjects will be included as children move up the school.

### **Reading**

Regular reading is vital. For children in Key Stage 1 homework mainly consists of regular reading with parents/carers and looking at books together. Maintaining regular reading practice and listening to others read is essential throughout school. Children in key stage 2 should be encouraged to read for at least 20 minutes a day. It is essential that all children, even those in Year 5 and 6, read regularly to an adult.



### **Other literacy related homework**

Other literacy related homework will include learning spellings and practising correct punctuation.

### **Numeracy**

In numeracy, the teacher may set number games and tasks, and more formal exercises for older children, which they can do at home, involving parents/carers.

### **Meeting the needs of individuals**

Homework activities should be differentiated to meet children's individual needs, including any special educational needs.

### **DFE recommended time allocation for homework**

Years 1 and 2	1 hour / week	reading, spellings, other literacy work and number work
Years 3 & 4	1.5 hours / week	literacy and numeracy as for years 1 and 2 with occasional assignments in other subjects
Years 5 and 6	30 minutes a day	regular weekly schedule with continued emphasis on literacy and numeracy but also ranging widely over the curriculum

### **Weekly homework timetables**

These will be shared with parents during initial parents meetings in September. As from September 2013 spellings will be given out on a Friday and tested the following Friday and homework will be given out on a Friday and collected in on the following Wednesday.

#### **Reception**

Ten minutes or more a day reading  
Phonic or word based activities each week  
Learning sounds/high frequency words

#### **Year 1**

Ten minutes or more a day reading



Spellings to learn for weekly test

Mental maths- developing quick recall of facts, e.g. number bonds such as  $2 + 8 = 10$ ,  $3 + 7 = 10$ ,  $4 + 6 = 10$

Weekly literacy or numeracy task/activity

## **Year 2**

Fifteen minutes or more a day reading

Spellings to learn for weekly test

Mental maths- developing quick recall of facts, e.g. derive and recall the multiplication and division facts for the 2, 5, 10 times tables

Weekly literacy or numeracy task/activity

## **Year 3**

Twenty minutes or more a day reading

Spellings to learn for weekly test

Mental maths- developing quick recall of facts, e.g. derive and recall the multiplication and division facts for the 2, 3, 4, 5, 6, 10 times tables

Weekly literacy or numeracy task.

## **Year 4**

Twenty minutes or more a day reading

Spellings to learn for weekly test

Mental maths- developing quick recall of facts, e.g. derive and recall the multiplication and division facts up to  $10 \times 10$

Weekly literacy and/or numeracy task and/or occasionally science and other topic based tasks

## **Year 5**

Twenty minutes or more a day reading

Spellings to learn for weekly test

Mental maths- developing quick recall of facts, e.g. quick recall of the multiplication and division facts up to  $10 \times 10$ , double and halve decimal numbers.

Weekly literacy and/or numeracy task and/or occasionally science and other topic based tasks

## **Year 6**

Twenty minutes or more a day reading

Spellings to learn for weekly test

Mental maths- developing quick recall of facts, e.g. use knowledge of place value and multiplication facts to  $10 \times 10$  to derive multiplication and division facts involving decimals, e.g.  $0.8 \times 7 = 5.6$



Weekly literacy and/or numeracy task and/or science and other topic based tasks

### **Setting the task**

Clear instructions with examples will be given for each homework activity and a learning objective so the purpose of the task is clear. The task set will usually complement work the children have done in school. Tasks set will vary in nature so that at times they may consolidate an area of learning, challenge the children to apply their knowledge, skills and understanding or complete some independent study. Many tasks set for homework are open ended which means all children are able to complete the task at their level. An example of an open ended task is:

*Write a recount about a recent trip you've been on. Remember to structure your writing using who, when, where, what. (e.g. who you went with, when did you go, where did you go and what did you do).*

### **Expectations**

Our expectation is that the work children do at home is of the same standard as they produce in school. For example, writing should be joined using pencil or blue or black handwriting pen (not biro) if they have a pen licence. All work must be dated. Homework will be completed in lined homework books. Occasionally, loose sheets may be used. These will be hole punched and stored in a file. Homework that has not been completed to a satisfactory standard will be returned to the children with the expectation that they improve it or complete it again.

### **Marking homework**

Homework will be marked against the learning objective and written feedback given to the children, e.g. how successful have the children been in structuring their recount using who, when, where, what. Homework that is completed well will be rewarded with a merit stamp.

### **Planning homework so that the demands on pupils are balanced and manageable**

Class teachers are responsible for ensuring that the demands of homework are manageable for pupils and parents/carers on a day to day basis. They will also ensure there are regular patterns to homework, particularly in literacy and numeracy.

### **In school support**

If any child does not understand a task, parents should encourage their child to ask their teacher for further guidance. For children in key stage 2 who have difficulty organising themselves at home to complete homework, a lunchtime session will be made available for them to complete it.



### **The role of parents/carers in supporting pupils**

Parents need to support their child with homework by providing a reasonably peaceful, suitable place in which they can do it. Often, particularly with younger children, parents will need to work with their child. Parents should make it clear to their child that they value homework, and support the school in explaining how it can help their learning. If a parent does not understand the task or feels that they cannot support their child in it, then they are encouraged to see the class teacher.