



Staplegrove Church School

HOMEWORK POLICY

'That they may have life, life in all its fullness' John 10:10

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Ratified by	<i>Local Governing Committee</i>
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Signed – Chair of Governors	<i>Laura Chidgey</i>
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Staplegrave Church School – homework policy

Aims

This policy sets out the expectations for homework completion at the school. Its aim is to give clarity to parents and carers about the expectation for their children. The policy has been written with input from children, parents, staff and governors. Our school vision is to be a learning family, enabling all members of the school community to be the best version of themselves. The procedures set out in this policy are designed in line with the school vision.

Whilst the policy refers to ‘homework’ for parent and carer accessibility, with children we speak using the language of ‘learning practise’. This is because feedback from children showed they felt ‘learning practise’ helped them to understand why these tasks would be set.

As a school, we set homework in order to give children the opportunity to consolidate their learning. We also see it as an important part of gradually preparing children for the next stages in their education, providing a chance for children to build resilience, time-management and independence.

This policy has been written with reference to academic research from the Education Endowment Fund. This research found that homework had a positive impact upon learning for children in primary school.

The impact was higher when:

- Homework was used to consolidate (practise) what had been learned already in school. This contributes towards the use of ‘learning practise’ as our language to children.
- Consideration had been made for the age of the child – this is the rationale for the amount of homework being reduced in earlier school years.
- Children were able to access homework using digital platforms - this is the rationale for our use of TT Rock Stars for times tables and EdShed for spellings.

Setting of homework

Homework will be set by the class teacher in line with the policy. The class teacher will identify the most appropriate time for homework to be set during the week.

The purpose of homework is to consolidate learning that has taken place in school. Therefore the material included in daily and weekly homework will already be familiar to the children and will not include new learning.

Phonics books that children bring home will already be familiar to children. This is because our chosen phonics scheme, Read Write Inc, has the approach of home reading being used to consolidate learning that has taken place in school. This is so that learning is moved into children’s long-term memory.

Completion of homework

The policy sets out timescales for homework. We encourage children to complete the homework through reward and praise. The aim is to build independence and an intrinsic motivation. Following consultation with parents and carers, an example of a reward chart that could be used at home has been included (Appendix 2).

Answers will be provided for weekly maths/grammar/comprehension homework so that children have the opportunity to review their own homework with adults at home. This is because research shows that immediate feedback on learning has a positive impact upon children's understanding. We ask parents and carers to support their children in reviewing answers to homework at home.

Children will not be sanctioned for not completing homework. However, for children who regularly do not read or practise spellings at home, teachers will seek to give them opportunities to reiterate expectations and ensure they are clear about what tasks need to be completed. This may take place during break or lunch time.

Feedback on homework

Teachers will review children's homework as an assessment tool and use it to inform future planning. Answers will be sent home with homework so that parents are able to support children in checking and editing their own work.

As a matter of course, parents and carers should not expect homework to be returned with detailed marking or written feedback provided. This is because homework forms part of a wide range of assessment tools used by teachers to assess children's progress in their learning.

Homework expectations by year group

EYFS	Daily: Reading school reading book – aiming to build towards 5 minutes every night Weekly: Letter and number formation Half termly: Topic menu (6 tasks and complete a minimum of 2)
Year 1	Daily: Five minutes of reading school reading book every night, recorded in reading record Daily: Numbots – game-based website supporting learning of number bonds Weekly: 10 spellings for all children Weekly: maths, English grammar <i>or</i> English comprehension practise (answers given) Half termly: Topic menu (6 tasks and complete a minimum of 2)
Year 2	Daily: Five minutes of reading school reading book every night, recorded in reading record

	<p>Daily: Numbots – game-based website supporting learning of number bonds <i>or</i> Times Table Rockstars – games-based website supporting times table learning.</p> <p>Weekly: 10 spellings for all children Weekly: maths, English grammar <i>or</i> English comprehension practise (answers given)</p> <p>Half termly: Topic menu (6 tasks and complete a minimum of 2)</p>
Year 3 and 4	<p>Daily: ten minutes of reading school reading book every night. Record in reading journal for each book read. Daily: Times Table Rockstars – games-based website supporting times table learning.</p> <p>Weekly: 10 spellings for all children Weekly: maths, English grammar <i>or</i> English comprehension practise (answers given)</p> <p>Half termly: Topic menu (6 tasks and complete a minimum of 2)</p>
Year 5	<p>Daily: fifteen minutes of reading school reading book every night. Record in reading journal for each book read. Daily: Times Table Rockstars – games-based website supporting times table learning.</p> <p>Weekly: 15 spellings for all children Weekly: maths, English grammar <i>or</i> English comprehension practise (answers given)</p> <p>Half termly: Topic menu (6 tasks and complete a minimum of 2)</p>
Year 6	<p>Daily: fifteen minutes of reading school reading book every night Daily: Times Table Rockstars – games-based website supporting times table learning.</p> <p>Weekly: 15 spellings for all children Weekly: maths <i>and</i> English practise (answers given)</p> <p>Half termly: Topic menu (6 tasks and complete a minimum of 2)</p>

Notes on homework expectations

Topic menu

- The half-termly topic menu will focus on the wider curriculum. It will include both tasks which have an output and also tasks which provide parents with activities (e.g. visits, discussions) they could have with children to support their classroom learning.

Any tasks completed should be brought in to school on the final week of the half term. Children's work will be celebrated either in-class or in a whole-school worship.

Spelling

- Starting in Year 2, children will be sent a weekly set of spelling to learn in a spelling book. In children's spelling book is a log-in to EdShed, a website where they can practise spellings in a games-based format. Spelling books also contain suggestions for activities to practise spellings at home.

Spellings are tested weekly in school and results will be sent home so that parents and carers can understand their children's progress and attainment.

Reading

- In Reception, Year 1 and Year 2 children will bring home 2 reading books from our Read, Write Inc phonics scheme. Both of these books will be linked to the stage of phonics that children are learning.
- As children progress through Year 2, many will finish the Read Write Inc phonics scheme we follow. They will then bring home only one book, which will be from the 'Accelerated Reader' books in school.

Children will choose a book at their appropriate reading level. When they have read the book, they will complete a quiz in school which shows them how well they have understood the text.

Times tables

- Children will have regular times-table tests in school from Year 2 onwards. This is because rapid recall of times tables is crucial to children's progress in maths learning. These will be appropriate to the stage that the child is working at. Playing times table rock stars will support them in these tests. Times tables rock stars logins will be provided to children.

Appendix 1: Sample half-termly topic menu – Year 4

<p>Science</p> <p>Write down the things you eat for a day. Draw them onto a healthy plate showing whether they are: fruit and vegetables, carbohydrates, fats, proteins, or sugary foods</p>	<p>Geography</p> <p>Climb Burrow Mump in Burrowbridge. Can you see the River Tone and River Parrett? What other geographical features can you see?</p>	<p>Art</p> <p>Find a landscape painting online. Can you create your own landscape picture – you could either copy the one you have found or create your own.</p>
<p>D&T</p> <p>Create your own piece of Viking armour – this can be from any material</p>	<p>Computing</p> <p>Discuss with an adult at home how you can keep yourself safe online – can you give 5 top tips?</p>	<p>Values</p> <p>Write a poem about the value of Respect – think about what behaviours show respect</p>

Appendix 2 – example of a homework reward chart for parents and carers



Rewards Chart

This chart belongs to:

TASK	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total

My reward:




