

Kirk Smeaton Church of England Primary School Homework Policy



Reviewed Sept 23

Aims of homework;

- to provide opportunities for parents and pupils to enjoy learning experiences together;
- to develop an effective partnership between child, teacher and parents;
- to ensure progression towards independence and individual responsibility;
- to ensure that parents have a clear understanding about expectations and to be informed about learning targets
- to extend and support the child's learning through reinforcement and revision;
- to exploit all resources for learning including those found at home;
- to enrich school learning;
- to encourage pupils to develop the confidence and self-discipline required for individual study;
- to prepare children for the demands of secondary school;
- to ensure consistency of approach throughout the school.

Content of the Homework Given

The main focus of homework is to consolidate work and develop research techniques. As children move through the school this will continue to be the main focus with the addition of other subjects, such as, science and the humanities 'topic work'. Homework will consist of a balance of formal and informal exercises and may include activities to be completed jointly by the parent and pupil e.g. reading, workbooks, research.

Nursery	Reading is encouraged and recorded in the reading record; stars are awarded for reading with your child.
Reception	Reading daily is expected and recorded in the reading record. Phonics sheets are sent home weekly with- high frequency words, tricky words, letter formation and reading words. Activities are sent home to complete as and when. Spelling shed
Year 1- 2	Reading daily is expected and recorded in the reading record. Phonics sheets are sent home weekly with- high frequency words, tricky words, letter formation and reading words. TT rockstars and spelling shed. Reading comprehension tasks as and when needed.
Year 3 and 4	Reading daily is expected and recorded in the reading record. Year group spelling. Maths CPG books weekly. TT rockstars and spelling shed.
Year 5 and 6	Reading daily is expected and recorded in the reading record along with ambitious vocabulary and phrases shared in class. Year group spelling. Maths CPG books weekly. TT rockstars and spelling shed. Reading comprehension tasks as and when needed. Topic learning log half termly. SATs papers as and when needed.

Occasionally, children may be asked to finish work at home but this will not form the core part of homework.

Children who take holidays during term time will be expected to complete all homework set when they return to school.

Children who are absent or have long periods of illness will be set homework to support their learning.

Special Educational Needs

The above timetable applies equally to children with recognised special educational needs. However, the children will receive differentiated tasks according to their needs, which may be from a different context to the rest of the class.

It is the responsibility of the class teacher to plan and provide manageable tasks for the children and to liaise with parents where necessary. All parents will be informed at the beginning of each term of the regular homework pattern.

The Role of Parents

Parents are asked to provide a suitable place in which homework can be completed, whether working alone or with an adult. It is essential that parents make it clear to their children that they value homework and are willing to support the school with their approach. This includes encouragement and praise at all levels. Parents are actively encouraged to support their child in their homework. Homework should be seen as a shared, pleasurable experience and can include all members of the family. If parents do give assistance at times they are asked to note this in the homework diary to inform the teacher. A home work diary/planner is provided and parents are asked to comment on how their child has achieved and attitude to their home learning.

Feedback

All homework is marked and feedback given to pupils. This may take a variety of forms according to the work set, such as:

- class discussion about the work;
- ticks;

- individual written feedback;
- individual verbal feedback;
- dojo points (year 1 onwards).

Parents are encouraged to work with their child and support their own child's learning, we encourage them to give teachers any useful feedback. This may include:

- notes in the homework planner;
- notes attached to exercise books;
- verbal feedback.