



Crockham Hill C E Primary School

*'Giving children the best possible start to the rest of their lives.'*

### **Homework Policy**

<b>Review Body:</b>	Teaching and Learning Team
<b>Leadership Group Responsibility:</b>	Headteacher
<b>Type of Policy:</b>	Non-Statutory
<b>Review Period:</b>	Two Year Cycle
<b>Reviewed:</b>	Spring 2025
<b>Next Review:</b>	Spring 2027

**Approved by the Curriculum and Learning Committee on 5<sup>th</sup> February 2025**

This policy supports our values of Respect, Empathy and Aspiration. It has been adopted so that all members of our staff know what standards we expect. This supports our school vision by helping us to challenge every child to succeed and to recognise their individual needs and aspirations.

**RESPECT EMPATHY RESILIENCE ASPIRATION**



## **What is homework?**

'Homework' refers to any work or activities which pupils are asked to do outside of lesson time, either on their own or with their parents or carers.

At Crockham Hill School we believe that to be effective, homework needs to be part of a wider partnership between home and school. As such, a commitment to homework is included as part of our Home-School Agreement.

All pupils in all age groups are expected to undertake homework of the appropriate nature/type with the amount increasing gradually with age.

## **The purpose of homework**

By providing pupils with homework, we aim to do the following:

- Consolidate and reinforce skills and understanding, particularly in English and Mathematics
- Broaden learning and allow opportunities for individual enquiry
- Engage parents/carers in the learning process with their children
- Support pupils to develop the confidence and self-discipline necessary to learn and work independently

### **Foundation Stage (Reception pupils)**

To offer opportunities to apply and extend learning and skills in a real life context alongside regular opportunities for parents and pupils reading together using school readers or books at home which the children find interesting.

### **Key Stage 1 (Years 1 and 2)**

To offer opportunities for parents and pupils to work together on short activities of different kinds linked closely to their learning topic. Most importantly parents are encouraged to read to, and read with, their child at least three times a week.

### **Key Stage 2 (Years 3, 4, 5 and 6)**

To offer opportunities for parents and pupils to work together on activities and to provide opportunities for pupils to develop the skills of independent working and learning – through project work for example. The challenges set will increase as pupils enter Year 6 so that these pupils are supported in preparing for the transition into secondary education.

## **Responsibility of parents/carers:**

- Make it clear to their children that they value homework and support the school in explaining how it can help their learning
- Provide a suitable place and atmosphere in which children can do their homework.
- Encourage and praise their children when they have completed their homework
- Make a note in the contact book about their children's reading
- Communicate with the class teacher if the homework is causing problems at home



- Communicate any complaints that they may have about the homework directly with the Headteacher

### **The role of teachers in supporting the effective use of homework**

Teachers will support the best use of homework by:

- Providing tasks and activities linked to current learning and as closely matched as possible to pupil ability. This judgement will be based on an assumption that there will be parental support available at home but not expect parents to complete the homework for their child
- Ensuring that homework requirements are presented clearly to parents and pupils
- Providing appropriate feedback to pupils on their homework
- Valuing homework as of equal worth to class learning
- Providing advice to parents with regard to computer use and Internet safety as required
- Making reasonable adjustments to the presentation of homework to support the needs of pupils or parents with a disability

### **EYFS**

The development of Communication, Language, Literacy and Mathematical skills are central to homework in the Foundation Stage. However, daily shared reading is very much at the heart of homework during this year. Children will also receive phonemes regularly to rehearse and reading books which follow the Little Wandle scheme, which will be sent home and should be read three times each week.

### **Key Stage 1**

Read, read and read some more! Shared reading continues to be at the heart of homework. In Year 1, children will receive phonics homework regularly to rehearse and reading books which follow the Little Wandle scheme, which will be sent home and should be read three times each week. During Year 2, children will receive weekly spellings. Any other homework will essentially reinforce work that is ongoing in the classroom and will usually have an English or Mathematics focus.

### **Key Stage 2**

#### **Reading**

We are a school who takes pride in encouraging and nurturing children's love of books. It is our expectation that each child reads, or is heard reading, a minimum of three times a week.

#### **Spelling**

Every child is asked to learn a list of spellings on a weekly basis. This is aimed at helping children to learn their age-appropriate spellings in line with the new National curriculum requirements in this area.

Tasks to support this are:

- counting the syllables
- finding definitions
- placing the spellings into sentences
- copy them out 3 times each



- asking a partner to test them

A test takes place every week, as well as a termly benchmark test three times a year to assess children's spelling progress. These spellings are shared on a daily basis within class work to support the learning of them.

### **Times Tables**

As with the spellings, knowing tables means knowing them randomly and out of sequence, both orally and written down. Really knowing them means, knowing when to use them and being able to make use of them, within the context of solving mathematical problems. Pupils are expected to know up to 12x12 by the end of year 4. Children have access to Times Table Rockstars in order to practise at home, they will be tested weekly in School.

### **Curriculum**

Other homework will essentially reinforce work that is ongoing in the classroom and will often have an English or Mathematics focus. Occasionally children will be provided with the opportunity to enhance their learning through optional project work to be completed at home.

### **Time allocations**

The time allocations below represent the general level of homework expected in each class within the school. It does not represent an exact timing for each evening or weekend but the average level over a week. Homework will usually be given to be completed over several days or a week and will rarely be requested for the next day.

Daily = Monday to Sunday

### **Additional age related expectations**

It is a good idea to decide together with your child when the best time to do homework would be. Do let us know if you are experiencing difficulty in getting it done.

There is no guidance offered by the DfE in terms of time to be spent on homework. The table below reflects the school's guidance to parents. If the amount is a concern, then parents/carers are advised to talk initially to the class teacher.		
<b>Year Group</b>	<b>Minimum Recommended Time</b>	<b>Activities</b>
Year R	1 hour in total per week	Reading to a child. Sharing a wide range of books. Hearing a child read a book as directed by the class teacher x3 per week minimum. Spelling and/or letter/sound recognition practice Finding things at home to bring into class.
Year 1	1 hour in total per week	Reading to a child. Sharing a wide range of books. Hearing a child read a book as directed by the class teacher x3 per week minimum. Spelling and/or phoneme recognition practice.



		Other occasional single project tasks.
Year 2	1.5 hours per week	Reading to a child. Sharing a wide range of books. Hearing a child read a book as directed by the class teacher x3 per week minimum. Spelling Practice and/or Times Tables (from Spring 1) Maths or English homework based on what the children have been learning in class during the week. Other occasional single project tasks.
Year 3	1.5 hours per week	Hearing a child read a book as directed by the class teacher OR discussion about a reading book after the child has read independently. Spelling practice and related activities Times Tables practice A Maths, English or Foundation based task lasting up to 30 minutes. Other occasional single project tasks.
Year 4	2 hours per week	Hearing a child read a book as directed by the class teacher OR discussion about a reading book after the child has read independently. Spelling practice and related activities Times Tables practice A Maths, English or Foundation based task lasting up to 30 minutes. Other occasional single project tasks.
Year 5	2.5 hours per week	Reading practice – at least three times each week Spelling Practice and Times Tables Practice A maths task reviewing concepts already experienced in class lasting up to 30 minutes. An English or topic-based task, lasting up to 30 minutes Other occasional single project tasks.
Year 6	3 hours per week	Daily reading practice OR discussion of a text after it has been read independently. Spelling practice and activities Times tables practice A maths task reviewing concepts already experienced in class lasting up to 30 minutes. A GPS task reviewing concepts already experienced in class lasting up to 30 minutes. An English or topic-based task, lasting up to 30 minutes. Other occasional single project tasks.

Homework in each class will either be shared with pupils and parents via SeeSaw or will be distributed in class. Children who do not complete homework, may be asked to complete it during break times and parents will be contacted.