

Training for this life...



And the Hereafter.

HOMEWORK POLICY

Summary

This policy sets out the school's approach and expectations in terms of homework set for its pupils.

Review date: October 2022

Iqra VA Primary School

Homework Policy

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 purpose of homework?

- To consolidate, reinforce and extend skills and understanding particularly in Literacy and Numeracy.
- To provide opportunities for parents and children to work together.
- To allow parents to gain an understanding of what children are learning in school.
- To allow children to progress towards becoming more independent learners.

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.
- Provide access and unique passwords for online portals including Bug Club and Purple Mash

What is the role of the teacher?

- To plan and set a programme of homework that is appropriate to the needs of the child.
- 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.
- To ensure the child completes homework to a high standard and hands it in on time.
- To provide the appropriate conditions for the child to complete the homework.
- To provide the appropriate resources for the child to complete the 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.
- 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.

Homework in Reception

Learning together is the emphasis for children in Reception. The activities are English based with a strong emphasis on story and reading together. It is an ideal time to lay the foundations for continuing work at home.

What type of work will my child get?

Reading

Parents will be informed of the themes, phonemes and high frequency words that the children are learning in school each half term.

Starting in the Autumn term and continuing all year, the main emphasis is on reading at home. This should be done in two ways.

- **Adults reading to children.**

Parents are encouraged to use the Library boxes in the reception classrooms. These boxes contain books that are suitable to read to children so they can get used to print and stories. Parents should encourage children to point to words as they are being read. Discussion about the books is also important.

- **Children reading to an adult.**

When they are ready to, children will start bringing simple books home to read to an adult. Again, encouraging the child to point to the words as they are being read is important. Discussing the story and the characters and asking questions about the book will help with the child's understanding of language.

Letter formation.

At the beginning of the child's first term in Reception, the Reception teachers will provide parents with a sheet to support children with letter formation. This shows where to start and finish when forming each letter and what each letter should look like. Giving children the opportunity to practise forming letters and also developing drawing skills with a variety of different tools will give them valuable practice. The important thing is to watch them and correct any mistakes sensitively so they don't fall into bad habits.

Tricky Words.

Children learn to read tricky words as part of 'Letters and Sounds'. After the children have learned the tricky words in each phase parents will be sent a list of the words the children have learned. Regularly practising reading them, looking out for the words in reading books and playing games with them will really benefit the child. For some children, it will be useful to practise writing the words as well as reading them. The teachers may send home games to give parents some ideas. It would be useful if these words were practiced on a regular basis in the summer holiday before year 1, as well as parents continuing to share books with their child.

How much time should be spent on homework?

Reception	Approx 15 minutes per day (depending upon the child's level) on Literacy based activities including reading.
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Homework in Key Stage1.

For children in Key Stage One we encourage parents to work together with their child to support them with their homework. The emphasis remains on English and reading but we include ways in which children can be supported with important Maths skills.

What type of work will my child get?

Reading.

Reading on a regular basis is vital when children are in year one and two. Children will bring their reading books home every evening and the role of the adult is to listen and support them. It is important to remind them to use different strategies to read new words, sounding out the word, looking at the pictures and looking for words within words are ways in which the child can read an unknown word. Just as important is discussing the book to check that the child has understood what they have read. Children will have a reading record which parents/carers should sign or comment in each time they read with the child.

High Frequency Words and other spellings

Children will have daily phonics lessons throughout Key Stage 1 which will also include ways that children can build up a secure sight vocabulary. It is vital that children build up a bank of words which they can read and spell on sight. Children will bring home some words each week for them to read, write and learn. Parents can help children to learn these by practising them regularly and often. Children will often receive the same words again in order to practise them further. Children should have the opportunity to practice their words over the summer holiday.

Maths

Children will not receive set work in Maths however there are important skills that children should have in place by the time they leave Key stage One. Parents can support their child by giving them lots of opportunities to practise these skills.

- Children should be confident in their 2, 5 and 10 times tables. They should be able to say them in order and mixed up.
- Children should be able to double each number up to 20.
- Children should be able to halve each even number up to 20.
- Children should know their number bonds of all numbers up to 20. This means they should know how to make each number, for example 5 can be made by 0+5, 1+4, 2+3, 3+2, 4+1, 5+0

- Children should be able to tell the time when it is o'clock, half past, quarter to and quarter past on digital and analogue clocks.
- Children should be confident when using money. They should know the names of the coins and they should have experience of adding, taking away and finding change.

Teachers will sometimes send home key number facts and shape names to learn.

How much time should be spent on homework?

Year 1/2	10-15 minutes reading daily 5 minutes spelling
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Homework in Key Stage 2.

As children get older, homework provides an opportunity for them to develop the skill of independent learning. It is important that parents support their children but good habits of independent study should be encouraged.

The main focus for homework in Key Stage 2 continues to be English and Maths however children will be given more varied tasks in other areas of the curriculum.

What type of work will my child get?

Reading.

Children may read to an adult, with an adult or read to themselves in the presence of an adult. The story and characters should be talked about and new words discussed. Older children need a clear understanding of the story that sometimes will go beyond the literal meaning of the text. Children will read texts that are more detailed and will take longer to read. They should be encouraged to read all types of texts including non-fiction. Children in Key Stage 2 are responsible for filling in their reading record every day and making sure it is in school.

English

This will be based around what the children will be learning in class. The work could be based on spelling or punctuation. They may be asked to read something and answer questions. Sometimes the task will be a piece of writing.

Maths

This will also be based around what the children will be learning in class. The work could be linked to lessons on shape, measures or handling data. Lots of the activities will be based around number work. Children will be asked to make sure they know their tables from 2 to 10. They should be able to recite them and answer mixed questions.

Other Areas.

Work could be linked to any other curriculum area, Science, Geography, History and so on. It could take many forms, preparing a talk, completing a piece of research or conducting an interview. The nature of this work may be more open ended than in other areas.

Creative Homework / Islamic Studies

Each half term, all the children in Key Stage 2 will be set the same piece of homework. This homework is open ended and allows them to work on a creative project. The homework is often entered into a competition. Creative homework is set five times a year before each holiday (except summer) and this allows the children to spend more time on it.

How much time should be spent on homework?

Year 3 and 4	15 minutes reading, 5x per week. 2 x 15 minute tasks in Literacy, Numeracy or another curriculum area.
Year 5 and 6	20 – 30 minutes reading 5 x per week 2 x 30 minutes tasks in Literacy, Numeracy or another curriculum area.

How can parents find out more information about homework?

Each year group will inform the parents about homework in the parents meetings held at the beginning of the year.

Teachers will have different systems for handing in homework and they will tell parents and children about this at the beginning of the year.

If parents need advice on how to support their children with homework then they can talk to the class teacher or a Learning Mentor.

Why will children sometimes be given extra homework?

Children who take part in specialised lessons may sometimes be set extra homework to reinforce the work being done.

Additionally children who work in a one to one situation with teaching assistants will sometimes be given extra homework.

In both cases, children should complete this work alongside their normal homework unless the child or the parents have been told otherwise.

If the child is finding they have too much work then parents should speak to the child's teacher or the person running the extra sessions.

What about children who don't complete homework?

The expectation is that children will complete homework. Teachers will keep records of children completing homework and these records will be checked on a regular basis. If there are any problems with children not completing homework then the teacher will speak to parents to find out why. There may be occasions when a child will miss playtime or some of a lunch time if they have not completed homework.

What if a child says they have received no homework?

If there is any reason why a child will not receive homework then the teacher will inform parents in a letter. If parents have not received a letter then they should check with the child's teacher. There may be occasions if the teacher is away that the homework is not set but we will try to avoid that happening.

How will the homework be marked?

Teachers will mark children's homework in a variety of ways but always according to the schools marking policy. Generally the work will be initialled by the teacher to show they have marked it. Sometimes the work will be 'quality marked'. This is when a piece of work is marked in detail and comments about future progress are added to the work. On other occasions the work may be marked orally with the child or the class and there will not be evidence from the teacher in the child's book. Teachers generally will not mark homework that is handed in late.