Lydgate Junior School

HOMEWORK POLICY

Article 28 – 'Every child has the right to a good quality education'.

Children, parents, staff, Governors, Ofsted, Government and research all see the value in purposeful, relevant homework, and so we strongly promote its regular completion and work hard to make it a worthwhile task every time. It is important that all children try to complete their homework, which may on occasion be in preparation for a future lesson. It will certainly support and reinforce learning.

As the children move through school homework engagement changes from being 'encouraged' to being 'expected'. This helps develop good habits and a Secondary School 'readiness' when demands may be much greater.

We provide homework, in various forms, for all children in all year groups, as projects, practice tests, research, tables learning and practice, spellings and reading.

We also offer online learning links which will support learning in class. These are part of the optional provision.

The total time for homework averages at -

Y3 & Y4: 20 minutes per school night

Y5 & Y6: 30 minutes per school night

After 20 or 30 minutes of focussed attention on a homework task each child will have learnt a lot and tried hard, but may not have finished all of the task. After giving it a good effort they should stop before they become frustrated or bored. However, children may choose to spend more time on activities– because they enjoy reading, for example, and parents might provide more opportunities – but we try to set homework tasks that can be completed in this time.

Parents have a clear and important role in ensuring the success of any homework policy. Evidence has shown that homework, when set on a regular basis and supported by parental interest, helps to raise pupils' achievement.

The implementation of this policy is the responsibility of all teaching staff.

We aim to:

- Develop an effective partnership between school and parents
- Consolidate and reinforce skills and understanding, particularly in literacy and numeracy
- Extend school learning e.g. through additional reading
- Encourage pupils as they get older to develop the confidence and self-discipline needed to study and research on their own
- Increase both load and expectation over the Key Stage
- Have a regular pattern of homework

- Always allow more than one evening for homework tasks to be completed, and normally a full week, with some tasks being given longer than one week.
- Monitor and record the completion and return of homework.

Special Educational Needs:

Children with Special Educational Needs or Disability will be given homework. This may be a differentiated task or the same as for the rest of the class.

Homework will include a mixture of the following:

- Reading tasks: when children are asked to read to an adult to improve their fluency when reading aloud and their understanding of the text. We would like to think children are reading every day, and supported with reading three or more times each week
- Mathematics activities (including learning multiplication tables)
- Language activities (spelling activities and, possibly, grammar activities)
- Research tasks related to work in class
- A homework 'task'. This could be English, maths, science or topic (with a balance across the half term). The length and frequency of these tasks varies across the year groups but each year group will set them
- Open-ended or extended projects that might be completed around a school holiday period
- Optional activities, such as My Maths, Education City, TT Rockstars and Lexia.

Role of the School:

1. To set homework that will enhance learning and complement work done in class.
2. To inform parents / carers of homework tasks. We will use school homework diaries, planners and sometimes email to do this.
3. To establish our offer with parents at transition and entry to the school, through a transition booklet and letters about reading, spelling and times tables.
4. To monitor and encourage the completion of homework. Rewards will be used appropriately, sometimes targeted for individuals, in-line with other Policies.
5. To support a child who never or rarely returns homework, to talk about why this might be and consider a way forward. Parents will be told if homework is not returned regularly.
6. To support Looked After and other children for whom completing homework at home might be more difficult by offering time, space and support where necessary.
7. To ensure that the demands are manageable for pupils, parents and class teachers.
8. To manage the level of challenge, by teachers' differentiation of tasks, as appropriate.
9. To establish a regular pattern of homework and feedback to pupils.

Role of the Parent / Carer:

To support homework, the parent / carer should, as far as possible -

1. Provide a reasonably peaceful, suitable space in which homework can be done alone or with support from an adult.
2. Value homework, and support the school by explaining how it helps with learning.
3. Support their child to establish the regularity of homework completion and return.
4. Encourage and praise homework habits.

5. Provide basic equipment, space and time – e.g. pencils, pens, crayons, a quiet space if possible, and time in what may be a busy week, to focus on tasks set.

Role of the Pupil / Child:

1. Read to or with an adult, out of school, three or more times each week.
2. Tackle homework tasks on a regular basis, trying to make their efforts their 'best work'.
3. Understand that doing homework will help their learning, progress and more success at school.
4. Enjoy learning outside school, with their families.

Revised with all teaching staff, senior leaders and Governors.

Appendix One - Current practice in each of the four year groups:

Year 3:

There is a weekly homework routine. This is explained to parents during transition and new-starter meetings, and in a booklet at the start of the academic year.

Some additional resources are occasionally emailed to parents where necessary to support the children with completing the homework task.

> Monday – spelling lists go home for daily practise towards a dictation 'test' on Friday. We expect each child to spend 5 to 10 minutes a day on practice. Spellings are grouped so some children have fewer or more to learn each week.
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> Tuesday – times tables booklets with practice activities go home to be returned the following Monday.
>
> Friday – a homework 'task' goes home on a green sheet. This could be English, maths, science or topic (with a spread and a balance across the half term) and links to work in class. This is to be returned the following Friday and then will be shared and celebrated as a class.

The children all have a reading record book for an adult to record the child's reading activity at home.

Year 4:

The weekly range and routine is similar to Year 3, ie. spellings, multiplication facts, a 'homework task' and reading.

A pink book is provided at the beginning of the year for the children to record their homework in. Year 4 teachers will inform parents of individual homework tasks through these homework books.

Homework in Year 4 crosses the whole curriculum over the year. We also encourage daily reading and spelling practice, little and often is best.

Year 5:

The range of homework provided in Year 5 is similar to that in previous year groups, but expands to include the following each week:

- (Supported) reading at home – 3 times per week MINIMUM
- Maths – 'Schofield & Sim' 20 minutes per week – independently
- Spelling - 15 spellings a week to learn, with a worksheet each week
- Grammar – one homework task each week, in a book or on a sheet
- Multiplication tables learning or practice, regularly

Children are given occasional longer research homework tasks that are then presented as the child wishes – Planets, Vikings, Life Cycles are examples of topics.

Details of homework activities are recorded by the children in their individual Homework Diaries.

They will always have a full week to do their homework.

Children are, by Year 5, all expected to give their homework reasonable attention and effort. Support and help will be given if it is not possible for a child to do this at home.

Year 6:

At the start of the year, children are given three 'Rising Stars' books, one each of Spelling, Punctuation and Grammar, Reading and Maths

Each week they are directed to a short section (two or three pages) in each book. This will be a follow-up to classwork. Children are given a whole week to complete each of the three tasks.

The Year 6 homework is marked in class, together.

We expect all the children to be reading frequently. We allow the taking home of class material and reading books from classroom collections.

Spellings are sent out on Mondays for the following Friday.

Three cross-curricular research tasks are set during the year (WW2, America and an extra (optional) is an application for the Prom Committee).

We expect homework to be completed and this is made clear to children, in discussions in class, and to parents in communication about Year 6 expectations.