



## **Clutton Primary School Homework Guidance:**

### **Introduction**

Homework is anything children do outside the normal school day that contributes to their learning, in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support the children's learning. For example, parents who spend time reading stories to their children before bedtime are helping with homework.

This guidance has been written in light of the views expressed from teachers, children and feedback from a previous Parent Forum, and is being adapted in light of COVID 19 and new online learning platforms. The intention is to provide clarity on the school's position on homework, and to make sure there is a consistent and progressive approach throughout the school, ensuring it helps children to feel confident and successful learners.

### **Rationale for Homework**

Homework is an important part of a child's education, and can add much to a child's development. We recognise that children can benefit greatly from the complementary learning that they do at home, children don't stop thinking and learning when the bell goes. One of the aims of our teaching is for children to develop as confident and independent learners, and we believe that completing home tasks is one way in which children can start to create good habits early - acquiring the skills of independent learning.

At Clutton, we acknowledge the importance of parents and families spending quality time together and understand that the amount of homework during school-free time should not impinge on this. Therefore, we aim to establish a sensible and effective diet of great homework. Time spent on purposeful and well-planned homework will be age appropriate and will include work your child can complete independently. Some parents find using a timer for children and gradually building up the time they work independently, to be helpful.

### **Aims and Principles for homework**

The aims and objectives of homework are:

#### **A) To provide opportunities for extended practise**

Research suggests that homework is more effective for younger pupils when it builds confidence and fluency. The more you practise something, the better you become at it and the better you feel about it. This helps develop self-esteem and confidence in children, which in turn helps with well-being and positive mental health.

#### **B) To develop pupil's capacity for independent learning.**

This helps secure transition into the next stage of their learning journey. This type of homework can be longer and more open-ended, providing opportunities for children and parents to choose and explore subjects in self-directed and/or creative ways. There will be three optional tasks set over the year for Key Stage 1 upwards. Opportunities, materials and support will be provided in school if children choose to complete it over a few lunchtimes.

### **The importance of Reading with your child - at all ages and stages.**

Whilst we will be setting additional homework, the most important and helpful thing you can do to help your child is to read with them, even if they are fluent, free readers. Evidence suggests that children who read for enjoyment every day develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. Learning to read is about listening and understanding, as well as working out what's printed on the page. Through hearing stories, children are exposed to a wide range of words. This helps them build their own vocabulary and improve their understanding when they listen, which is vital as they start to read. Sharing a book with your child allows you to share adventures and experiences in the safe world of the book. It allows you to ask questions, talk about what has happened and decide what you think together.

### **Reading homework activities.**

We often get asked how parents can support reading at home, especially with older children. We have included a guide in all children's homework books, which we hope you will find useful.

Whilst the importance and benefits of daily reading can not be overemphasised, we recognise that this is not always possible. Therefore we expect **all** children to read a minimum of 3 times per week at home. This should be with a parent/adult.

### **Foundation Stage and Key Stage 1:**

In Foundation Stage, Key Stage 1 and for older pupils who require additional reading practice, we give children books to take home and read with their parents. There are two types of books: One is a phonics book linked to the sounds your child is working on in class. These are at the correct level for your child to practise and consolidate decoding phonic skills they are working on in class. The second is a sharing book, where you can read and model reading to and with your child. We will provide a Reading Record for these younger children, which will support home/school communication and dialogue around reading. These will be regularly read and acknowledged by a member of the teaching team, including our learning support assistants. Children in Reception and Year 1 may also receive phonics tasks/ tins to practise at home, as we teach children to decode through 'Letters and Sounds'. Little and often is best here, but teachers will provide guidance with this. Reading comprehension may be sent home in Year 2, this helps children practice skills, knowledge and focus required to meet the end of year standards.

### **KS1 Reading expectations (separate from homework challenges):**

The time a child spends on reading homework is separate from homework challenges. It is more important for younger children or those in the early stages of reading to read frequently rather than for long sessions less frequently. E.g. ten minutes per day rather than 50 minutes once a week.

### **Key Stage Two:**

More fluent readers may demonstrate to a parent/adult that they are reading at home. This can be done through discussion about the text/book or through a review of what they have just read. A valuable way to encourage reading for pleasure in children, is for them to see parents/grandparents etc reading too! Reading Records will not be used here, but activities based around home readers will be built into school guided reading sessions. Children can choose books, with guidance from the school selection or these can be books from a library or bought at home. However, please make sure your child reads a wide variety of age appropriate books, by a range of different authors. If you would like support with this, please see your class teacher.

More able readers will be encouraged to choose books from our more challenging range and asked to complete associated tasks, which helps them read more complex texts and think more deeply as a reader. This programme is overseen by Miss Ennew and Mrs Willcox. Additionally, a Key Stage 1 and Key Stage 2 Book Club is overseen by Mrs Morris and Mrs Willcox. Children in Mrs Morris' book clubs may have a separate, targeted homework in their learning journals on a Thursday. This replaces one piece from the class teacher.

## **KS2 Reading expectations (separate from homework challenges)**

Older children can expect to read for longer periods of time. In Year 3 and 4 we expect those children reading within National Expectations for their age to read at home for a minimum of 20 minutes per session. Children in Years 5 and 6 should read at home for a minimum of 30 minutes per session. Children can always choose to read for longer should they wish to.

### **Types of homework set:**

There will be three main types of homework set:

- A) Weekly routine - regular practice, revision, questions and exercises.
- B) Once per long term ( 3 x a year) - research, open-ended projects, creative product-making, choices. These should light a fire, broaden pupils' horizons and help them get stuck into a topic.
- C) Google Classroom online learning activities/ quizzes. These are designed to support and familiarise families with online learning platforms.

Doodle Maths/ Spelling Shed/ Purple Mash are all additional online tools, accessible at home, to help support children should they/you choose to use them. They will be used to set homework too, so please make sure your child has their login and password. We are happy to continue funding these opportunities, as they do really help with pupil learning, however this will be reviewed yearly for cost effectiveness, based on pupil usage.

In Year 6, children will be given chunks of homework spread out three times a week. This is to help them develop the necessary organisational skills required in secondary school. If these are not completed and handed in on time, children will need to complete these during lunchtime. Please let the teacher know if these weren't completed due to home circumstances/ illness etc, so we can support accordingly.

## **Homework Challenges**

### **Type A.**

Each week in Key Stage 1 and 2 children will be set homework challenges.

Each challenge will include elements of 1. Spelling/phonics 2. Times tables/ Maths consolidation including arithmetic and problem solving/reasoning 3. Punctuation and grammar tasks.

Spellings/phonics will be based on phonic patterns, high frequency words and words from the statutory year specific spelling lists. Spellings will be assessed through dictation in class and will be tested each Friday. Spellings lists for each week, with a half termly overview, will be in your child's homework books so you can practise at your convenience. In Year 1, weekly spelling lists will be available on Maple Class site and through Google Classroom. Spellings in Maple will link to the phonics being learnt in class. This was requested by parent forum. Children, where necessary, may be working on spelling patterns from a younger year group if appropriate to their stage of learning. We have included a guide to help you practise spelling with your child at home. If your child has specific spelling barriers, a more specific guide will be provided.

Maths and punctuation/grammar tasks will be assessed/marked in class, depending on the activity. To show the value we put on well crafted homework tasks, all homework challenges will be marked with the children wherever possible.

### **Type B:**

Topic homework is varied and can include specific or research activities. It may include collecting or finding things related to the topic or even speaking to a grandparent/adult about their experiences etc. Work will be celebrated in a gallery style class exhibition. Please be aware that children copying and pasting facts from the internet has little to no value, therefore we ask research is presented in children's own words. Where appropriate, we will be supporting children in school by 'pre-teaching' key facts and vocabulary' linked to the topics being taught the following term. This helps them to access teaching in class, and be able to commit key facts to their long term memory. If your child receives this intervention in school, a copy of their knowledge map will be in their homework book -please help your child by recalling vocabulary and facts at home.

### **Expectations:**

We expect the children to consolidate and reinforce the learning done in school through practise at home.

We set homework challenges routinely Monday of each week and expect them to be completed and returned to school on the following Monday.

### **Amount of homework:**

In Year 2 and 6, we also set homework as a means of helping the children to revise for examinations, as well as to ensure that prior learning has been understood. These are often in the form of study guide, which children often enjoy.

As pupils move through the school, we will increase the amount of homework that we give the children and with it the time that they need to complete it. As we recognise that children learn in different ways, we understand that the time spent on homework will vary from child to child. We expect all children to complete their homework to the best of their ability. If homework is not completed, with no parental reason supplied, pupils will be expected to complete it during the school day.

It is expected that children will spend **at least** the following time weekly working on their homework challenges.

Year 1 = 15 minutes  
Year 2 = 20 minutes (will vary in content leading to SATS quizzes )  
Year 3 and 4 = 30 minutes  
Year 5 = 45 minutes  
Year 6 = 60 minutes

Each child will be given a homework book at the beginning of the year, in which to keep their homework challenges - this will include all homework set, spelling lists where appropriate, and parent guides to help support Reading, Spellings and, in KS2, a guide to support formal methods of calculation. Please write in any comments regarding homework, that you would like the class teacher to know.

### **Inclusion and homework**

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way. Please contact your class teacher if you feel the content needs adjusting for your child.

### **The role of parents**

Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as and when they feel it to be necessary, and to provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

If parents have any questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature please contact the phase leaders. (EYFS/KS1 Mrs Cowgill and KS2 Ms Orange). If they wish to express serious concerns regarding the school homework policy, or their questions have not been answered to their satisfaction, parents should contact the Headteacher.

### **Monitoring and review**

We plan to review this policy in March 2021 in light of current trials of online learning platforms/ COVID 19.