



Learning for Life

Fawbert & Barnard's Primary School

Homework Policy

Staff consulted January 2019

Governors Ratified January 2019

Review January 2022

This policy is intended to ensure consistency across the school. Staff are expected to refer to the following policies when implementing this policy: Curriculum, Learning & Teaching, Assessment & Marking, Behaviour, Equality & Inclusion (SEN, EAL, TAG), Monitoring & Evaluation.

Aims:

- Enable children to consolidate and reinforce their skills and understanding, particularly in English and mathematics
- Encourage children to develop the independence, resilience and self-discipline needed to study on their own
- Encourage children to develop curiosity and life-long learning strategies
- Build an effective partnership between home and school
- Enable parents to be involved in their child's education
- Exploit resources for learning that may not be available in school i.e. visit museums, library to get books, places linked to topic.
- Prepare older children for secondary school.

Agreed Procedures

- **Teachers plan homework carefully to complement and enhance the curriculum**
- **Teachers inform parents about homework arrangements in the parent meeting at the beginning of the year and through the termly homework schedule published on the website class page**
- **Teachers explain homework activities to pupils**
- **Teachers differentiate homework to meet the differing abilities of pupils**
- **Homework is set each term except in Year 6 where it is set weekly**
- **Homework is bias to**
 - Number bonds & times tables** – part of the mastery approach to mathematics is ensuring that children become fluent in basic mathematical facts so that when required they can quickly recall these and use them. Without these skills the children find it very hard to access the maths curriculum in the Upper Key Stage 2 classes. This will be achieved using TT Rockstars and Mathletics. Please remember when the Mathletics is set it is for the whole term children may find it difficult if they attempt activities that they haven't yet learnt in class.
 - Phonics/ Keywords** – to read fluently and effectively the children need a mixture of phonic skills and word recognition. These work hand in hand and are progressive – children who have gaps in their early skills find it hard to catch up later in their school career.
 - Reading comprehension** – reading should always be an enjoyable, shared experience where children develop a love of books and stories. Please continue to read and share a range of books with your child, encouraging them to talk about events, characters and illustrations.
Only a small part of reading is the actual reading of word. To be an effective reader by the end of primary school the children need to show true understanding of the text using a mix of comprehension skills. This is achieved through regular reading

sessions with an adult where targeted questions are asked that will help understanding.

Spellings – to write effectively the children need to learn a range of spelling patterns and rules. This begins in Reception as they learn their phonics and the use of 2/3 letters to make one sound progressing through the school where they learn the rules that are common in every day words e.g. 'l before e except after c'.

Reception

Homework is based around reading, phonics (flash cards linked to blending and segmenting), number facts and a variety of tasks that can be chosen from the class page.

We ask parent and carers to:

- Make sure they are aware when homework has been set and help ensure some is done every week.
- Make sure that children have the necessary time to do their homework and a quiet space to work.
- Encourage their child and praise them when homework has been completed.
- Let the class teacher know if their child experiences any persistent difficulties.
- Be aware of how much time children are spending on completing homework and ensure there is enough family time.
- Support your child if they wish to engage in learning about their topic.

Should your child wish to do additional homework linked to their topic or visit somewhere with their family, then this can be shared and celebrated in class and would be rewarded in one of the following ways:

Sticker, tokens, head teacher's sticker, green card or post card home.

Monitor and Evaluation

We monitor this policy in line with the school's Monitoring and Evaluation policy and the School Development Plan. This policy has been written following staff consultation and parent survey.