

Oxford Grove Primary School
Homework Policy Statement and Guidelines
September 2022

Justification.

Homework helps in the development of an effective partnership between the school and parents, supporting the 'Home School Agreement' initiative and moving the school forward in pursuit of its fundamental aims and objectives. It helps children to reinforce skills and understanding, particularly in English and Maths and further develops the confidence and self-discipline required to enable children to begin to study on their own.

Aims.

1. To provide a consistent approach to homework throughout the school.
2. To ensure progression towards independence and individual responsibility.
3. To improve the quality of the learning experience offered to pupils.
4. To extend and support the learning experience via reinforcement and revision.
5. To provide opportunities for parents, pupils and school to work in partnership.
6. To provide opportunities for parents and pupils to work together to enjoy learning experiences.
7. To enable children to develop the necessary skills and self-discipline for long-term independent learning.
8. To prepare Year 6 children for transfer to KS3 at secondary school.

Objectives.

1. To establish clear guidelines for the type, quantity and regularity of homework in each Key Stage.
2. To identify the purpose of homework in each Key Stage establishing the gradual development of self-study skills.
3. To provide an increasingly wide range of opportunities for children to extend the knowledge and skills developed in the classroom.
4. To ensure there are regular tasks given to enable children to practise and retain skills and knowledge.
5. To establish and retain a clear focus on the development of key English, Maths and Computing skills in partnership with parents.
6. To provide sufficient independent learning homework activities in Key Stages 1 and 2 to prepare children for the demands of the secondary school curriculum.

Statements.

1. We will provide a consistent framework for homework indicating the range and regularity of activities which will be offered to each age group in school.
2. We will ensure that the main focus for homework in each Key Stage is clearly established and understood by children, parents and teachers.
3. We will employ a homework system which supports the learning in school in a manageable and effective way.
4. We will aim to develop children's ability to seek information and learn independently.

Guidance for homework- presentation and tasks.

Books

All books labelled with a printed sticky label with name, class and English/Maths Homework.

A label on the front of the book needs to inform parents of the day the homework is given and the day it is expected to be completed by

A place needs to be established where parents can either comment or sign their child's work at the start of every piece
Work is to be written in the homework books with as little worksheets as possible

English Homework

Based on Year group spelling lists

Differentiated so that HA focus on *at least* learning 10 word, MA 5/7 words, LA 3/4 words

The children need to have an element of look, cover, say, write, check or 1st/2nd attempt

These key word spellings need to then be written in sentences by the child. For Year 1 the focus should be on capital letters/ full stops and finger spaces. For Year 2 this can move on to ? and ! and connectives.

Additional pieces of handwriting and letter formation homework can also be given.

In older year groups the homework can be supplemented with grammar exercises using online resources such as IXL .

Maths Homework

This needs to focus on the understanding of number and the recall of key facts.

For year 1 this could be based on number formation, number order and number bonds.

For Year 2 this could also include number bonds and the 2, 10 and 5 times tables

For Years 3 and 4 this could be all the times tables

For Years 5 and 6 this can be about corresponding division facts, applying times table facts to related calculations such as 60 X 4.

Plus additional facts such as squares, primes, and fraction/decimal/percentage equivalences and the use of online resources such as My Maths

Reading homework

Children need to read five times a week at home and home school reading records should be completed by the adult hearing the child read at home. The teacher / T.A. should monitor this and comment weekly on progress in the home/school Reading Record.

Marking homework

When children are able, a weekly session to self/peer assess/check/mark their homework can be scheduled, after which the teacher MUST acknowledge mark and comment when necessary.

Recording & Monitoring

Both Homework and Reading Record Books will be used to record and monitor task completion and create a pupil performance dialogue between parents and teachers.

Reading Record Books:

Foundation Stage – The responsibility for completion of all the sections lies with parents. The teachers & support teachers are responsible for the daily monitoring of the completion of the record (rewarded by a daily 'Star stamp and SMILEY stickers) they should also sign or respond to relevant dialogue when changing books on designated days.

Key Stages 1 & 2 - The responsibility for completion of all the sections lies with pupils and parents. The teachers / support teachers or responsible designated pupils are responsible for the daily monitoring of the completion of the record (rewarded by a 'Star stamp). Teaching staff should sign or respond to relevant dialogue. Staff detailed comments should be recorded wherever possible weekly in green pen at the bottom of the reading record page and should focus on short term word targets that can be the focus of reading improvement at home. Pupil should also be encouraged and expected to complete appropriate parts of the reading record including commenting on books they have read for pleasure and completing the book reviews at least once half termly at the back of their record. Strategies to support parents in helping their child to read should be in the home school reading record and pinpointed for parent reference by the staff.

Homework Books:

Foundation Stage – An insert in the Homework Exercise Book will indicate the specific nature of the homework task to be completed. This will inform and /or direct parents to enable them to support their child. Parents are expected to assist the child in the task and sign and date the insert once the task has been completed. Comments are welcomed. For INA pupils this may need to be translated or where little or no English is spoken language ambassadors should be linked to the child and support in the completion of differentiated tasks.

Key Stages 1 & 2 – Initially in Key Stage 1 an insert in the Homework Exercise Book will indicate the specific nature of the task to be completed but the responsibility for this information will increasingly lie with the pupils who will themselves write details of the task in their homework book. Parents are responsible for signing the work when the task is completed and will be encouraged to make appropriate comment whenever possible. For INA pupils this may need to be translated or where little or no English is spoken language ambassadors should be linked to the child and support in the completion of differentiated tasks.

Any teachers' comments should promote effective parental support and encourage and direct pupil's learning. Termly information regarding additional key areas of learning that parents/carers can focus on with their child **MUST** be included in the homework books.

Teachers in all phases will log task completion using a simple tick list in their 'Homework Log', enabling them to track pupil participation in the homework system and make contact with the parents of those children who fail to complete homework with sufficient regularity.

Senior Leaders will monitor the effectiveness of the system and the quality of the pupils' homework output.

Implementation procedures will be shared with parents in September through the meet the teacher briefing and updated through termly assertive mentoring meetings and Parent Conferences. Should children fail to complete three consecutive Homework tasks parents will be informed by letter. Should matters not improve a phase leader will contact the parents who will then be supported to become more effectively involved in their child's learning – this may include participation in a weekly Homework Club designed to meet the needs of specific children.

Professional Development.

It is important to recognise any particular difficulties staff may have in delivering the requirements of the Homework Policy and an annual review will determine any INSET which may be required.

SEN and Equal Opportunities.

Appropriate homework must be set for all pupils.

It is important that children with special needs do as much homework in common with other children as possible although some may need specially prepared tasks at times.

In setting appropriately demanding work close liaison between class teacher, SENCO and parents will be encouraged.

Children with English as a Second Language.

We will aim to provide appropriate homework to fulfil the stated aims and objectives of the policy modified to take account of any time constraints placed upon children in pursuit of their language acquisition and will, when possible, translate homework or provide additional help to support this.

Review.

The efficiency and effectiveness of this policy will be monitored by the Senior Leadership Team and evaluated annually by the staff and Governing Board.

Miss N. Harvey.

To be reviewed in July 2023