



## Hunton & Arrathorne CP School Homework Policy

This homework policy has been reviewed in the light of comments retrieved from parental questionnaires and parental consultations. We believe homework consolidates and reinforces skills and understanding in numeracy, literacy and other curriculum areas, helps raise the level of achievement of individual pupils, provides opportunities for parents and children to work together and, thereby, fostering an effective partnership between home and school.

We value the support of parents/carers and we believe that this policy will be successful if there is a strong partnership between home and school.

We recognise that all children need leisure time and hope that our policy reflects a balance so children can extend and consolidate their learning with parental support while still allowing time to relax.

A breakdown of how homework is structured is provided below. This has been designed to encourage a gradual progression of skills and expectation so by the time children reach Year 6 they have established a clear routine in preparation for high school. Most of the homework is provided for completion over the course of a week, fortnight or term so it can be made to fit around family lifestyles and commitments. Other homework e.g. reading, multiplication tables, spellings are proven to be better when completed in shorter daily sessions.

<p><b>Foundation</b></p>	<ul style="list-style-type: none"> <li>• Children have a sound book. New sounds are added to learn.</li> <li>• During the year, children are given spellings to learn</li> <li>• Children should share a book at home every day (Reading Book or Bedtime Story) and this should be recorded in the homework diary</li> <li>• Children will be given a number activity every other week to share at home</li> <li>• Children are asked to bring things in during the year to enhance focused activities</li> </ul>
<p><b>Key Stage 1 (Year 1+2)</b></p>	<ul style="list-style-type: none"> <li>• Children will be given a list of their current phonic phase of spellings for parents' information and for them to practise. They will be replaced when children have successfully completed their phonics phase.</li> <li>• Children are expected to read every day at home.</li> <li>• The home-school diary should be completed each time.</li> <li>• Children will be given a number activity every other week</li> <li>• A weekly talk homework will be given that is used to stimulate writing in class.</li> </ul>
<p><b>Lower Key Stage 2 (Year3 + 4)</b></p>	<ul style="list-style-type: none"> <li>• Children will be given a fortnightly literacy activity that will involve preparing for a written task in class and will include talking at home within the family</li> <li>• On alternate weeks there will be a numeracy activity that will link with classwork</li> <li>• Children are expected to read every night at home. The homework diary should be completed each time</li> </ul>

	<ul style="list-style-type: none"> <li>• A spelling pattern to investigate will be provided each taught unit (it might be weekly or every 2-3 weeks depending on how long is spent on a pattern). There will be a linked activity to complete at home with this pattern.</li> <li>• A half-termly creative learning grid challenge to expand on their school learning project will be provided which will include an open-ended activity.</li> <li>• Learning of key mathematical facts such as multiplication table which children will be expected to know by the end of Y4 up to 12x12 or number bonds will be on-going. Short weekly mental maths tests will take place.</li> </ul>
<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>• Children will be given a fortnightly literacy activity that will involve preparing for a written task in class and will include talking at home within the family.</li> <li>• On alternate weeks there will be a numeracy activity that will link with classwork.</li> <li>• Children are expected to read at home each evening (at least 10 minutes). The homework diary should be completed each time.</li> <li>• A spelling pattern to investigate will be provided each taught unit (it might be weekly or every 2-3 weeks depending on how long is spent on a pattern). There will be a linked activity to complete at home with this pattern.</li> <li>• A half-termly creative learning grid challenge to expand on their school learning project will be provided which will include an open-ended activity.</li> <li>• Learning of key mathematical facts as needed for mental maths tests.</li> </ul>
<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>• Children will be given a literacy and numeracy activity weekly.</li> <li>• Children are expected to read at home each evening (15 minutes each day). The homework diary should be completed each time.</li> <li>• A spelling pattern to investigate will be provided each taught unit (it might be weekly or every 2-3 weeks depending on how long is spent on a pattern). There will be a linked activity to complete at home with this pattern.</li> <li>• A half-termly creative learning grid challenge to expand on their school learning project will be provided which will include an open-ended activity.</li> <li>• Learning of key mathematical facts as needed for mental maths tests.</li> </ul>

<b>Role of the Governing Body</b>	The Governing Body has: <ul style="list-style-type: none"> <li>• Responsibility for the effective implementation, monitoring and evaluation of this policy</li> </ul>
<b>Role of the Headteacher</b>	The Headteacher will: <ul style="list-style-type: none"> <li>• Promote this policy by raising its status and importance;</li> <li>• Ensure that homework is built into teachers planning;</li> <li>• Provide supportive guidance for parents;</li> <li>• Keep up to date with new developments with regard to homework;</li> <li>• Monitor and evaluate this policy</li> </ul>
<b>Role of the Teachers</b>	Teachers must: <ul style="list-style-type: none"> <li>• Integrate homework into their planning;</li> <li>• Set interesting tasks or activities;</li> <li>• Set homework appropriate to each child;</li> <li>• Explain when, what and how the work is to be done so that each child clearly understands;</li> <li>• Provide feedback in line with the marking and feedback policy</li> </ul>
<b>Role of Parents/Carers</b>	Parents/carers are asked to: <ul style="list-style-type: none"> <li>• Praise the value of homework to their children;</li> <li>• Provide a suitable space in their home where their children can concentrate on their homework;</li> <li>• Establish a homework routine such as no television;</li> <li>• Provide materials pens, pencils etc.;</li> <li>• Go through the homework before their child starts and discuss the completed work when finished;</li> <li>• Make the experience pleasurable;</li> <li>• Find time to work with their child or be at hand if a problem arises;</li> <li>• Discuss, encourage and praise their child's efforts;</li> <li>• Contact the school if they are not sure of some aspect of the homework or if their child is experiencing difficulties in doing it;</li> <li>• Contribute to school evaluation so the school can monitor and evaluate its effectiveness</li> </ul>
<b>Role of Children</b>	Children are asked to: <ul style="list-style-type: none"> <li>• Complete their homework and hand it in on time;</li> <li>• Listen carefully in class to make sure they understand what is asked of them;</li> <li>• Contribute to pupil interviews and pupil questionnaires on homework for the school to monitor and evaluate;</li> <li>• Make sure they get feedback on their homework;</li> <li>• Highlight to the School Council any ideas they may have about Homework</li> <li>• Complete their homework using appropriate writing materials</li> <li>• Have a go at all their homework activities</li> </ul>
<b>Types of Homework</b>	All homework tasks and activities are designed to consolidate and reinforce skills and understanding in numeracy and literacy and enhance cross curricular teaching.

<b>Feedback</b>	<p>All children receive prompt feedback on their homework in a variety of forms such as:</p> <ul style="list-style-type: none"> <li>▪ Verbal</li> <li>▪ Written</li> <li>▪ Class discussion</li> <li>▪ Praise and recognition during an achievement assembly</li> </ul> <p>Parents are asked to:</p> <ul style="list-style-type: none"> <li>▪ Give teachers any feedback they feel might be useful;</li> <li>▪ Encourage their children to talk about the feedback they have received;</li> <li>▪ Contact the school if they have any concerns</li> </ul>
<b>Monitoring the Effectiveness of the Policy</b>	<p>The effectiveness of this policy will be reviewed annually or when the need arises, and the necessary recommendations for improvement will be made to the governors.</p>