

Hunton & Arrathorne Community Primary School

Homework Policy



Date: March 2021	Headteacher: Mr S Donaldson
Review Date: March 2023	Chair of Governors: Mr P Barber

Introduction

At Hunton & Arrathorne, we believe in developing a pupil's love of learning and see homework as a way of further developing this passion for education. Our homework policy aims to develop a pupil's curiosity in the wider world, but at the same time develop those core skills that children need to succeed at the next stage of their development. We therefore set a range of homework. We also believe that children developing as independent learners is critical and allows each pupil to develop key skills to help prepare them for the wider world; however, this must be balanced with the emotional wellbeing of themselves and their families.

Intent / Aims

Through carefully planned homework provision, we aim to:

- Allow opportunities for children to engage with learning at home, including tasks which may be completed as a family.
- Create opportunities that are inclusive to all children.
- Provide links between home and school.
- Develop independent learning skills.

Implementation- What does homework look like at Hunton & Arrathorne?

In Reception / KS1:

- *Reading*-Children have a reading book matched to their phonetic ability. Children are encouraged to read daily for at least 10 minutes.
- *Phonics* – Parents may be provided with phonics activities / sound cards which are linked to their phonetic ability or which need consolidation.
- *Maths* – Children from Year 2 + are given a 'Times Table Rockstars', 'Numbots' or 'Sumdog' login.



- *Other* – Each year group receives a ‘Home Learning Grid’ half termly. This includes six or seven activities which broadly link to the theme studied in school. They will focus on non-core subjects and include project work. This is an open-ended ‘menu’ and families can work through it at their own pace.

In Key Stage 2:

- *Reading* – Children have home reading books linked to their reading ability. The expectation is that children read to an adult for at least 10 minutes per day.
- *Maths* – Children continue to access ‘Times Tables Rockstars’, ‘Numbots’ and ‘Sumdog’ – the expectation is that children practise for at least 10 minutes per day.
- *Other* - Each year group receives a ‘Home Learning Grid’ half-termly. This includes information about what children are learning in school and how this can be further developed through home learning. This is an open ended ‘menu’ and families can work through it at their own pace. It will be mainly focussed on non-core subjects.
- In addition, children in Year 6 may be supplied with additional materials which help them revise their Key Stage 2 content.

Impact

It is our intention that children enjoy celebrating their homework. We will know homework is impactful if children have consolidated English and mathematics skills learnt in class, or applied their understanding of the wider curriculum. As children work their way through the ‘menu’, they may bring their homework into the class to share with their peers, which also provides a valuable opportunity to develop speaking and listening skills.

Roles & Responsibilities

Role of the Governing Body	The Governing Body has: <ul style="list-style-type: none"> • Responsibility for the effective implementation, monitoring and evaluation of this policy
Role of the Headteacher	The Headteacher will: <ul style="list-style-type: none"> • Promote this policy by raising its status and importance; • Ensure that homework is built into teachers planning; • Provide supportive guidance for parents; • Keep up to date with new developments with regard to homework; • Monitor and evaluate this policy



Role of the Teachers	<p>Teachers must:</p> <ul style="list-style-type: none"> • Follow the Homework Policy • Integrate homework into their planning; • Set interesting tasks or activities; • Set homework appropriate to each child; • Explain when, what and how the work is to be done so that each child clearly understands; • Provide verbal feedback for the child, or opportunities for the child to share, discuss and celebrate their work. • Monitor Homework Diaries at least weekly.
Role of Parents/Carers	<p>Parents/carers are asked to:</p> <ul style="list-style-type: none"> • Praise the value of homework to their children; • Provide a suitable space in their home where their children can concentrate on their homework; • Make the experience pleasurable; • Find time to work with their child or be at hand if a problem arises; • Discuss, encourage and praise their child's efforts; • Contact the school if they are not sure of some aspect of the homework or if their child is experiencing difficulties in doing it; • Contribute to school evaluation so the school can monitor and evaluate its effectiveness • Record home learning efforts within the school 'Homework Diary'
Role of Children	<p>Children are asked to:</p> <ul style="list-style-type: none"> • Complete their homework; • Listen carefully in class to make sure they understand what is asked of them; • Contribute to pupil interviews and pupil questionnaires on homework for the school to monitor and evaluate; • Make sure they have the opportunity to share their homework; • Highlight to the School Council any ideas they may have about Homework • Complete their homework using appropriate materials • Have a go at homework activities
Types of Homework	<p>All homework tasks and activities are designed to consolidate and reinforce skills and understanding in mathematics, English and the wider curriculum.</p>



Feedback	<p>All children should have the opportunity to share homework tasks they have returned to school with their peers. This could be as part of a ‘Circle Time’ or class discussion. Teachers should also reward participating in homework activities with team points. Efforts in homework may be further celebrated in Celebration Assembly or within school newsletters / displays.</p>
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The effectiveness of the Homework Policy will be reviewed annually, or earlier where the need arises (i.e. in the event of significant curriculum changes).

