



Lenham Primary School

Take Pride; Be Proud

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Homework Policy

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INTRODUCTION

We believe homework consolidates and reinforces skills and understanding in Maths and English, helps raise the level of confidence of pupils, provides opportunities for parents and children to work together and, thereby, fostering an effective 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 'down time.'

AIMS

- To provide opportunities for children to consolidate and extend learning at home independently and in partnership with their parents/carers and other adults at home.
- Foster shared positive attitudes towards learning at home and school.
- To provide homework that will contribute towards raising pupils' understanding and confidence.
- To encourage all children to develop increasing independence and a sense of personal responsibility.
- To meet the needs of individual children.
- To extend the opportunities for learning.
- To help older pupils and their parents/carers to establish homework routines at home in preparation for their transfer to Secondary School.
- Provide homework that is consistent, purposeful and enjoyable for children.
- Provide a range of tasks that will reinforce the basic skills in English and Mathematics (and other areas of the curriculum when appropriate).
- Use the outcomes of homework to further help planning and target assessing.

A breakdown of how homework is set is provided below. This has been designed to encourage a gradual progression of skills and expectation. Most of the homework is provided for completion over the course of a week so it can be made to fit around family lifestyles and commitments. Homework is set on days which are appropriate to the teacher who sets it. Days will be shared with parents at either the Autumn Term 'Meet The Teacher' meetings or via the weekly emails.

As a School we regularly use online platforms for setting homework- Numbots/TTRockStars (TTRS), SPAG.com, Spelling Shed and TT Rockstars. At specific points in the academic year we might use SPAG.com as an assessment tool for specific Spelling, Grammar and Punctuation elements.

Numbots and TTRockStars are an IT maths platform focusing on number knowledge and times table fluency and recall respectively. They identify gaps in children's understanding and help to fill those gaps. The programs can be used with the child working through the tasks, but the class teacher can also assign work which is linked to the week's learning. The class teacher can see how many minutes each child works on the program. The program will also respond if the child is struggling. The use of TTRockStars is especially prudent for Year 3 and 4 as the government has now implement a times table check at the end of Year 4.

Spelling Shed is used by some class teaches as an optional addition to learning the weekly spellings. Our school wide approach to learning spelling rules ensures that all learning is covered in school so no child is disadvantaged. This is, therefore, why the use of this platform is optional and at the teacher's discretion.

When using SPAG.com., the teacher assigns a test to the children. The tests take approximately 20 minutes. The children have the details on their log in record in the Reading Record.

Accelerated Reader

In order for AR to have the impact children need to read for a minimum of 30 minutes every day. We are providing 15 minutes everyday in school with the remaining 10 minutes being achieved at home. The impact of 30 minutes everyday can be over 6 months progress in reading. This is incredibly important as reading helps with writing, understanding problem solving questions in maths and opens up access to the whole curriculum. Therefore, it is important for us to request parental support with reading

ROLES and EXPECTATIONS

Rainbow Class	- Children should be encouraged to sit and enjoy a book at home with an adult for read at home for a minimum of 10 minutes every day. Any reading completed should be recorded in the Reading Record - Activities to support wider learning will be posted on Tapestry. - Activities that have enhanced the children's learning and wider experiences at home can also be shared with the teacher via Tapestry.
Year 1	Children are expected to read at home with <u>an adult</u> for a minimum of 10 minutes every day. The Reading Record should be completed each time. Children will be set a maths activity to complete online through Numbots, children should aim to complete 10 minutes over the course of the week.
Year 2	Children are expected to read at home with an adult for a minimum of 15 minutes every day. The Reading Record should be completed each time. Children will be set a maths activity, lasting 20 minutes, to complete online through Numbots, initially, progressing to a TTRockStars activity over the course of the academic year. In addition to the set task there are optional tasks to complete to extend their learning.
Year 3	Children are expected to read at home with <u>an adult</u> for a minimum of 15 minutes every day. The Reading Record should be completed each time. Children will be set a maths activity, lasting 20 minutes, to complete online through TTRockStars over the course of the academic year. In addition to the set task there are optional tasks to complete to extend their learning.
Year 4	Children are expected to read at home for a minimum of 15 minutes every day (<u>3 times a week with an adult</u>). The Reading Record should be completed each time. - Children will be set a maths activity, lasting 20 minutes, to complete online through TTRockStars over the course of the week. - Weekly paper-based activities linked to the learning of Multiplication Times Tables are set, these tasks should take no longer than 15 minutes to complete.
Year 5	Children are expected to read at home for a minimum of 20 minutes every day <u>and should include the opportunity to discuss their reading with an adult at least once a week.</u> The Reading Record should be completed each time. Weekly paper-based tasks, linked to the learning completed in school are set covering Maths, and Spelling, Grammar and Punctuation objectives.
Year 6	Children are expected to read at home for a minimum of 20 minutes every day <u>and should include the opportunity to discuss their reading with an adult at least twice a week.</u> The Reading Record should be completed each time. Weekly paper-based tasks, linked to the learning completed in school are set covering Maths, Reading and Spelling, Grammar and Punctuation objectives.
Special Educational Needs (SEN)	Homework needs to be accessible to all. The planning of homework tasks will take into account the varying needs of children including those with disabilities or special educational needs. Careful planning will ensure that the level of demand is appropriate and that guidance is clear.
Role of the Governing Body	The Governing Body has: - Delegated powers and responsibilities to the Headteacher in order to oversee the development of this policy; - Responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher	The Headteacher will: • 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	Teachers must: • 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.
Role of Parents and Carers	Parents/carers are asked to: • Support homework; • Value homework, so the children also see the value in completing the homework; • Provide a suitable space in their home where their children can concentrate on their homework; • Establish a homework routine (such as no television); • Provide materials pens, pencils etc.; • Go through the homework before their child starts and discuss the completed work when finished; • 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.
Role of children	Children are asked to: • Complete their homework and complete/ hand it in on time; • 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; • Highlight to the School Council any ideas they may have about homework; • Complete their homework using appropriate writing materials; • Have a go at all their homework activities.
Types of homework	All homework tasks and activities are designed to consolidate and reinforce skills and understanding in English and Maths (and possibly enhance topic learning).
Feedback	Feedback will be provided to pupils and parents in the form of returned work and/or 'scores'.
Monitoring the effectiveness of the policy	The effectiveness of this policy will be reviewed annually or when the need arises. Parents are encouraged to feedback and make suggestions via questionnaires, the school website, parent forums or face to face with an appropriate staff member.