



Edleston Primary School

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Homework Policy

The policy for homework was developed and agreed by the whole staff and has the full agreement of the Governing Body. Children make the most progress when people are interested in their learning and they can 'teach' their loved ones about their learning.

Purpose

The purpose of the change in how homework is set and timed is to send homework tasks home at the beginning of the topic so that children and parents can time the homework around family activities. It may be seen as a large amount at the beginning of the half term, but it is intended that as the topic unfolds, children will be able to complete the tasks, sometimes independently, sometimes with family support. We want parents to get involved!

Research

Effective Primary Teaching Practice [Teaching Schools Council 2016] has researched the impact of homework on primary school children; "Evidence suggests homework has a very limited impact on achievement for primary-aged children- and some suggest a negative impact."

Homework Tasks

In line with the rest of our curriculum we aim to think creatively when setting homework for our children. Tasks should be appropriate to the learning but also vary in their structure. They should offer a level of independent learning and challenge to the children. The age of the children will have an impact on the homework they receive.

At the beginning of each half term we will give each child a topic led project to be completed over the half term and returned to school before the holidays. This task will involve working together as a family, making things and often researching on the internet or through library books. This way all children will have the opportunity to complete their homework project. This approach also allows our children and their families flexibility to manage their projects around their home lives. Project based homework also helps children to make links across the subjects and connect their learning to practical applications and the wider world.

| Reading | | | | | | | | | | | | | | | | | | | | | | |
|-------------|--|----------------------|--|----------------------|----|--------|--------|----|--------|--------|----|----------|----------|----|--------|--------|----|----------|----------|----|----------|----------|
| Reception | We ask that you read with your child regularly. Ask them about the pictures and what they think might happen next. Identify characters for the children and talk about the story. Children will also bring home their sounds and words to learn. | | | | | | | | | | | | | | | | | | | | | |
| KS1 | We ask that you read with your child regularly. Ask them questions about what they are reading, to check that they understand the text. Ask them to sound out words that they do not understand. Help them to read and spell the common exception words [see the lists on the website under your child's class home page]. | | | | | | | | | | | | | | | | | | | | | |
| KS2 | Please continue to spend time each night reading with your child. Even if your child can read fluently, you still need to ask the questions about the text, such as how a character is feeling and how do they know. Help them to read and spell the common exception words [see the lists on the website under your child's class home page]. | | | | | | | | | | | | | | | | | | | | | |
| Spellings | | | | | | | | | | | | | | | | | | | | | | |
| KS1 and KS2 | <p>Spellings will be sent home each week and children will be tested each week</p> <table border="1"> <thead> <tr> <th>Year group</th> <th>Day spellings go home</th> <th>Day of spelling test</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>Friday</td> <td>Friday</td> </tr> <tr> <td>Y2</td> <td>Friday</td> <td>Friday</td> </tr> <tr> <td>Y3</td> <td>Thursday</td> <td>Thursday</td> </tr> <tr> <td>Y4</td> <td>Friday</td> <td>Friday</td> </tr> <tr> <td>Y5</td> <td>Thursday</td> <td>Thursday</td> </tr> <tr> <td>Y6</td> <td>Thursday</td> <td>Thursday</td> </tr> </tbody> </table> | Year group | Day spellings go home | Day of spelling test | Y1 | Friday | Friday | Y2 | Friday | Friday | Y3 | Thursday | Thursday | Y4 | Friday | Friday | Y5 | Thursday | Thursday | Y6 | Thursday | Thursday |
| Year group | Day spellings go home | Day of spelling test | | | | | | | | | | | | | | | | | | | | |
| Y1 | Friday | Friday | | | | | | | | | | | | | | | | | | | | |
| Y2 | Friday | Friday | | | | | | | | | | | | | | | | | | | | |
| Y3 | Thursday | Thursday | | | | | | | | | | | | | | | | | | | | |
| Y4 | Friday | Friday | | | | | | | | | | | | | | | | | | | | |
| Y5 | Thursday | Thursday | | | | | | | | | | | | | | | | | | | | |
| Y6 | Thursday | Thursday | | | | | | | | | | | | | | | | | | | | |
| Maths | | | | | | | | | | | | | | | | | | | | | | |
| KS1 and KS2 | <p>Please help the children to learn their maths facts. These can be found under your child's class home page and are called maths KIRFS [Key Instant Recall Facts]. Please see 'conker maths' site for lots of ideas and help.</p> <p>Please also help your child to learn their times tables; <u>Times tables expectations.</u></p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>This is what your child should be able to recite and use</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table> | Year Group | This is what your child should be able to recite and use | | | | | | | | | | | | | | | | | | | |
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| | Reception | Children should be able to count in 1's and 2's. |
| | Year 1 | Children should count in 2's, 5's and 10's |
| | Year 2 | Children should recall and use multiplication facts for the 2, 5 and 10 multiplication tables. |
| | Year 3 | Children should know their 2's, 3's, 4's, 5's, 8's and 10's. |
| | Year 4 | Children should know all their times tables up to 12X12. |
| | Obviously if they do not know all their tables by the end of Y4 they need to do so in Y5 and Y6. | |
| Topic work Reception, KS1 and KS2 | Reception children will complete their home school learning news book every week and return to school on a Monday. They also have a home sounds letter formation book and a number formation book. In KS1 and KS2 the project will be sent home during the first week of each half term, and will be linked to the topic that the children are learning about in class. We ask that the project is returned to school the Monday of the last week of half term. The theme of the topic will be on your child's class page on our website. | |

Y2 and Y6 will also bring home SATs revision during the year.

Role of the Class Teacher

- To provide an explanation of homework tasks to parents when necessary and give guidance of how they might assist their child.
- To set up regular homework in an easily followed routine.
- To ensure that homework is set consistently across classes.
- To set homework that takes equality and racial opportunities into account.
- To ensure any homework is purposeful and links directly to the curriculum being taught.
- To reward and praise children who regularly complete homework tasks.
- To give children the opportunity to complete their homework at school if they are not doing it at home.

Role of the Headteacher and Governing Body

- To check compliance of the Policy.
- To meet and talk with parents when appropriate.
- To discuss with staff how far the policy is being successfully implemented.
- Inform new parents to the school so that they are aware of the homework policy.

Role of Parents/Carers

- To support the school by ensuring that their child completes the homework. Topic homework is often done best collaboratively and gives children opportunities to share learning with their family.
- To provide a suitable place for their child to carry out their homework.
- To resist the competitive nature of some parents who may bring a life – sized Taj Mahal into school!
- To encourage and praise their child when they have completed their homework.
- To become actively involved and support their child with homework activities.
- To make it clear that they value homework and they support the school by explaining how it can help learning.
- To ensure homework is carried out and completed on time.

At Edleston Primary School we are very keen for parents to support and help their children with homework. We take the view that children are likely to get more out of an activity if parents get involved as long as they do not take over too much. However, there are times when we will want to see what children can do on their own. It is particularly important, as they get older, for children to become increasingly independent in their learning. If a parent is unsure about what their role should be, they should discuss it with their child's teacher.

Website

- On the website, under each class page, you will find lists of spellings and KIRFS [Key instant recall facts] that your child will need to learn throughout the year. If you do not have access to our website please ask the class teacher for a list of these.

General

- Staff will give feedback on any homework that is returned by pupils. This will help to give the whole process of setting and completing homework a higher profile and status. It will also send out the message that homework is an important and valued aspect of school life. Feedback may be given to individual pupils, or to groups of pupils.
- If a child is absent for a length of time e.g. with a broken leg, the teacher and the parent will agree what should be done, how it should be marked and what sort of help needs to be given.
- Parents/Carers who have queries about homework should not hesitate to see their child's class teacher.
- At any time, for any reason, a parent does not wish their child to complete homework, or time restraint have not allowed this to happen, a parent should message [through dojos] or approach the class teacher to inform them. We understand that sometimes it is not possible!
- School will send reminder text before the project is due in.

