

## **Policy Title:** Homework Policy

**Adopted:** September 2019

**For review:** September 2021

### **Introduction**

At Upton Meadows Primary School, we believe that homework is important since it reinforces and extends the teaching and learning that occurs during the day. We have a strong commitment to the home school partnership and believe that homework encourages parental involvement in children's learning and helps to develop independence.

Our aims of providing homework are to:

- ❖ Ensure a consistency of approach throughout the school
- ❖ Ensure progression towards independence and an individual responsibility
- ❖ Improve the quality of learning experiences offered to the children
- ❖ Extend and support learning and further stimulate enthusiasm for learning
- ❖ Provide opportunities for parents, children and the school to work in partnership
- ❖ Provide opportunities for children and parents to share learning experiences and also the chance for some one-to-one adult time
- ❖ Provide opportunity to rehearse key skills such as times tables, doubling facts, addition sums, spellings, handwriting and other important 'basics'
- ❖ Help foster good habits of organisation and self-discipline in preparation for the demands of Secondary School

Whilst we strongly support all of the above key principles, Upton Meadows is not a school at which homework dominates home and school life. We accept that not every activity will capture children and parents' imagination and that evenings/weekends can sometimes be busy. We believe that homework should be enjoyable and manageable for all concerned and that if it becomes a chore/burden/source of conflict it ceases to be a constructive aspect of teaching and learning.

We hope the children are motivated by positive incentives and by the tasks themselves; children are not punished if they fail to complete the work. However, discreet homework registers are kept and if a child consistently fails to complete and return tasks, this will be discussed with the child and their parents.

### **Our Routines and Expectations**

All classes give out weekly homework on a Friday. If it is a piece that needs handing in, it is expected to be returned by the following Wednesday. The work should always have been explained and discussed in class before coming home; it may be a continuation of classwork, or a maths games already familiar to your child. It is our intention, and good practice, not to send work home that the child cannot already do, i.e. parents are not expected to teach new skills. The exception to this will be if the children are asked to complete a project on something new that they are learning, e.g. The Romans. There should be a clear explanation/reminder from the teacher of what is expected.

Each child has a homework book and the majority of tasks are kept in there. All homework that is handed in will be marked by a member of staff to acknowledge and praise that it has been done – this should happen each week. There is no expectation that teachers will provide lengthy written feedback on homework tasks. Children may be awarded dojo points for their efforts with their homework, in line with showing our school values of responsibility, perseverance and excellence.

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The tasks set will not always need to be handed in; there are other ways in which teachers will respond or give feedback, for example, sharing results in class discussion, putting work onto a display or transferring work into class books.

For children to make the best progress, reading, spelling and multiplication/division facts need to be practised 'little and often', ideally for a short time every night. The times in the table below are a guide of how long a child should spend intensively working on their homework. Clearly if a child is engaged in a task and wishes to spend longer on it then that should be encouraged and equally if a child has spent a reasonable amount of time and effort attempting homework but hasn't managed to complete it, please just write a brief sentence on the homework explaining this to the teacher.

<b>All children should read a minimum of three times per week and this should be recorded in their Reading Record. In YR-4 this should be completed by a parent. Y5/6 can complete independently.</b>		
	<b>Minutes per night</b>	<b>Minutes per week</b>
<b>Reception</b>	<b>10mins</b> Sounds/Phonics; Number; Shape, Space & Measure	Talk Homework – 10-15mins. If children wish to record their talk homework in their book or via a photograph on Twitter they are very welcome to do so.
<b>Year 1</b>	<b>10mins</b> Phonics/Spellings Number bonds to 10; Times tables (2s, 5s and 10s)	Talk Homework – 10-15mins. If children wish to record their talk homework in their book or via a photograph on Twitter they are very welcome to do so.
<b>Year 2</b>	<b>10mins</b> Spellings; Number bonds to 100; Times tables (2s, 5s and 10s)	20mins – English <b>or</b> Maths Or 20mins project work
<b>Year 3</b>	<b>10 mins</b> Spellings; Times tables (3s, 4s, 8s, 9s); Mathletics	15mins English 15mins Maths Or 30mins project work
<b>Year 4</b>	<b>15mins</b> Spellings; Times tables (6s, 7s, 11s, 12s); Mathletics	20mins English 20mins Maths Or 40mins project work
<b>Year 5</b>	<b>15mins</b> Spellings; Grammar; Mathletics	20mins English 20mins Maths Or 40mins project work
<b>Year 6</b>	<b>15mins</b> Spellings; Grammar; Mathletics	30mins English 30mins Maths Or 1hr project work

A Key Stage 2 lunchtime homework club will be provided once a week if needed for children who wish to do some of their homework at school or don't have access to a computer at home, and support will be provided.

It is our policy **not** to give homework over the holidays and half term breaks; however, parents will be informed of the next term's topic prior to the holidays so that those who wish to can undertake relevant research or visits. The exception will be where the parent and teacher agree extra work would be beneficial.

If you find the homework inappropriate for your child, if they lack interest, if it becomes a battleground or if you are concerned that homework is given inconsistently please talk with your child's teacher in the first instance. If you still have concerns, please talk with the Phase Leader.