

The British School

Working together for our children's future



Homework Policy

Reviewed September 2023 by Francesca Amigoni

Homework is classed as any work, or activity, completed outside lesson time, either alone, with parents/carers or with others (peers, siblings etc). Homework makes an important and valuable contribution to pupils' progress at school. Homework will focus on preparing pupils for new learning, consolidating or extending learning, or furthering pupils' interest in a subject.

What are the aims of this policy?

- To ensure a consistent approach to homework across the school.
- To ensure that teachers, parents/carers- and children have a clear understanding regarding expectations for homework.
- To ensure that teachers, parents/carers and children are fully aware of the important role they each play with regards to homework.

What is the purpose of homework?

- To prepare pupils for an aspect of learning, or to consolidate and extend skills and understanding, particularly in English and maths.
- To provide opportunities for parents/carers and children to work together.
- To allow parents/carers to gain an insight into what children are learning in school.
- To allow children to progress towards becoming independent learners.
- To allow children to engage more deeply in the topic they are learning at school.
- To prepare children for the expectations of secondary school (Upper Key Stage 2).

What is the role of the school?

- To provide parents/carers with a clear policy regarding homework.
- To make the school's expectations regarding homework clear and explicit.

- To ensure that this policy is fully and consistently implemented.
- To provide support for parents/carers, where necessary.

What is the role of the teacher?

- To plan and set homework in line with the school's homework policy.
- To clearly communicate homework requirements to both children and parents/carers.
- To provide feedback on homework - this may be written or verbal.
- To inform parents/carers if there is a problem regarding homework.
- To provide support for parents/carers, where necessary.

What is the role of the parent?

- To ensure that homework is completed and to a high standard.
- To support their child with their homework.
- To ensure that their child hands homework in on time.
- To provide the appropriate working conditions for their child to complete homework.
- To provide the appropriate resources for their child to complete the homework.
- To inform the school if there are any issues with homework.

What is the role of the child?

- To take increasing responsibility for ensuring that they have everything they need to complete their homework (age-appropriate).
- To make sure that they understand the homework and to ask a teacher if they do not.
- To ask their teacher if they do not have their homework (for example, if they have been away from school).
- To take pride in their home work - to put in the same level of effort as they would in class.
- To hand their homework in on time.
- To reflect on any feedback about homework.

Whole school overview of homework

<u>Subject</u>	<u>Frequency</u>	<u>Additional Notes</u>
Reading	All children to read a minimum of five times a week and to record this in their Reading Journal. Time spent: 15-20 minutes, 5 x per week.	One double page spread in the child's Reading Journal should take 2 weeks to complete. All sections should be completed within the 2 weeks stated by the teacher.
Spelling	All children complete weekly spelling homework. Time spent: Approximately 5-10 minutes daily, until embedded.	Class teachers to select appropriate resources that focus on either: <ul style="list-style-type: none"> • Spelling patterns. • Statutory word list. • High frequency and common exception words.
Maths	All children complete weekly maths homework. Time spent: Approximately 30 mins per week.	Class teachers to select appropriate resources that focus on either: <ul style="list-style-type: none"> • Pre-teaching concepts. • Consolidation. • Extension.
Topic	A list of longer, more project-based activities will be sent home each term. Time spent: As required.	There will be a "Celebration Day" towards the end of term, where parents/carers and visitors are invited in to school to see the children's work.
School holidays	Optional fun activities are often included during school holidays, for example <i>Extreme Reading</i> and <i>Extreme Maths</i> , Track My Read and photography competitions.	

What might homework look like in each phase?

In Early Year Foundation Stage

Reading:

In EYFS, there is an **expectation** that all children should read a **minimum of 5 times a week** at home with an adult. Initially, children will bring home a story they have chosen from the library and/or picture books. Once the child is ready (at appropriate stage of development) they will bring home a book(s) linked to their learning in their Essential Letters and Sounds (phonics) lesson - these will be changed weekly. In addition to these, all children will have access to Essential Letters and Sounds books online - login details will be sent home to parents/carers at the start of the year.

Regular support with phonics development is a crucial part of home learning in Reception. Sound resources are sent home to support this. Workshops to support parents/carers and carers with this are carried out throughout the academic year.

Every child will have a reading journal and parents/carers are expected to use this to communicate their child's progress in reading to their class teacher.

Spelling:

We encourage parents/carers to support their children with learning common exception words. These are words where the usual spelling rules do not apply, such as *the, was, were, no, my*. This will in turn help to improve their reading fluency.

Maths:

Maths should become a part of everyday life at home and we expect parents/carers to regularly promote counting, numeral and shape recognition, calculation and measure through games, songs, activities and discussion. It is essential that children are given many opportunities to count a range of objects. This could be done during your everyday routine, for example by counting; cutlery whilst laying the table, pegs whilst pegging out the washing or whilst shopping, counting items in the trolley.

Other areas of the curriculum:

Alongside the above we may also set activities to consolidate the learning taking place in class. We encourage children to talk confidently and easily about what they are learning. To support this, we will be sending home weekly 'Talk to me' tasks, which directly link with what the children have been learning that week. These tasks are to encourage discussion at home.

In Key Stage 1 (Years 1 & 2)

We expect parents/carers of children in Key Stage 1 to support them with their homework. The emphasis remains on English and maths, but we include home-learning tasks that focus on other subjects too. Homework is completed in a homework book.

Reading:

The **expectation** is that all children in Years 1 & 2 will read a **minimum of 5 times a week** at home. The role of the parent/carer is to listen to and support their child with their reading. It is important to remind your child to use different strategies to read - for example by sounding out words, looking for sounds within words and using pictures as clues. Discussing the books with your child is also vital, to ensure they understand what they have read. Reading books are changed weekly. In addition to these, all children have access to additional Essential Letters and Sounds books online - login details will be sent home to parents/carers at the start of the year.

Children will have a **reading journal**, which parents/carers are expected to sign or comment in each time they read with the child. This will be monitored in school. As an incentive, there will be a termly prize awarded for the best reading journal (one per Key Stage).

Spelling:

Children's spellings in KS1 are phonics based. Spelling activities and lists will be sent home and parents/carers are encouraged to support their children in learning to read and write these spellings accurately. Repeated practise of writing spellings helps children to learn them effectively. Supporting children to spell accurately will promote better fluency in writing and will also help to improve their reading fluency.

Maths:

Children in Key Stage 1 will receive weekly maths homework. This will focus on either preparing pupils for an aspect of learning, consolidation, or extending learning. The expectation is that parents/carers will support their child with these tasks, ensure that they are completed and are handed in on time.

Topic:

Additional topic-based homework is set termly. This takes the form of a selection of longer, project-based activities that children can work on over the course of the term. At the end of the term, we hold a "Celebration Day", where children can showcase their work to each other, their parents/carers and visitors.

In Key Stage 2 (Years 3, 4, 5 & 6)

As children get older, homework provides an opportunity for them to develop the skill of independent learning. It is **expected** that parents/carers will still support their children with homework, but effective habits of independent study should be encouraged. The focus of homework for children in Key Stage 2 remains on English and maths. However, children will also be given tasks from other areas of the curriculum.

Reading:

The **expectation** is that all children in Years 3-6 will read **a minimum of 5 times a week** at home. The texts they read should become longer and more challenging (at an age-appropriate level). Children may continue to read to an adult, or read to themselves independently (it is recommended that the task is still overseen by an adult). The story, characters and themes of the book should be discussed, as well as new vocabulary. Older children need to develop a deep understanding of the book they are reading, that goes beyond the literal meaning. The skill of inference (reaching a conclusion on the basis of evidence or reasoning) is important and should be developed where possible. Children should be encouraged to read a wide variety of text types, including fiction, non-fiction and poetry.

All children have a **reading journal**, and must record their daily reading in here. In addition to this, there are tasks and activities that **must** be completed every week. This will be monitored in school. As an incentive, there will be a termly prize awarded for the best reading journal (one per Key Stage).

Spelling:

We encourage parents/carers to support their children with learning spellings. This may include spellings around a spelling pattern. For example prefixes and suffixes (words starting with re-, un-, de- or word endings such as -able, -tion or -ly), homophones (words that sound the same but are spelt differently and have a different meaning), words with silent letters and understanding the morphology (meaning of parts of words) and etymology (the origin and meaning) of words. There will also be spellings from the statutory spelling list as set out in the National Curriculum.

Children will be provided with weekly spelling lists, activities or patterns to learn. Parents/carers are encouraged to support their children with the learning and consolidation activities. Supporting children to spell accurately will promote better fluency in writing and will also help to improve their reading fluency. Children should be supported to listen to the syllables in each word (a unit of pronunciation) and the phonemes (unit of sound) that make up each syllable, to break down each word to help

them write the word accurately. Repeated practise of writing spellings helps children to learn them effectively. These skills are also practised in class.

Maths:

Children in Key Stage 2 will receive weekly maths homework. This will focus on either pre-teaching concepts, consolidation, or extending learning. The expectation is that parents/carers/carers will support their child with these tasks and ensure that they are completed and are handed in on time.

Year 4:

By the end of Year 4, all children are expected to know all of their times tables up to 12x12 and should be able to answer related questions rapidly. From term 3 onwards, maths homework will largely focus on this. This is assessed at the end of Year 4, using the statutory Multiplication Tables Check (MTC).

Year 6:

Children in Year 6 have SATs tests towards the end of the year. In order to help prepare them for these important assessments, they will bring home revision guides in term 3. These will focus on the following core areas:

- English - reading,.
- English - grammar, punctuation and spelling.
- Maths - arithmetic.
- Maths - problem solving and reasoning.

These study books are intended to be completed regularly and children mark their work themselves. The Y6 teacher(s) may periodically collect in the children's books, but this is essentially an independent task that the children are expected to take responsibility for completing themselves. Weekly reading, spelling and maths homework will still continue, as above.

Other curriculum areas:

Additional topic-based homework is set termly. This takes the form of a selection of longer, project-based activities that children can work on over the course of the term. At the end of the term, we hold a "Celebration Day", where children can showcase their work to each other, their parents/carers and visitors.

Pupils with additional needs

At The British School, we have high expectations of all pupils. Pupils with additional needs will receive homework tailored to their individual needs. Teachers will liaise with parents/carers throughout the year to ensure the best approach to homework is found.

How will homework be marked?

Teachers will provide feedback on children's homework in accordance with the schools marking policy - feedback may be written or verbal.

What if children don't complete their homework?

The **expectation** is that children will complete their homework and that parents/carers will support their child in doing so. In the first instance, the class teacher will speak with the child. They will receive the necessary time and support in school to complete it. If this continues, then the class teacher will contact parents/carers, working with them to help and support in encouraging the child to complete their homework.

Additional independence in completing homework tasks is expected from children in Upper Key Stage 2 (Years 5 & 6), as they prepare for the transition to secondary school. Children in these year groups who do not complete homework tasks will be required to complete them at break and lunchtimes and teachers will consistently reinforce this.

What if your child says they have received no homework?

Teachers will set regular homework, as outlined above. If you are uncertain about whether your child has been set homework, then please speak to the class teacher. There may be rare occasions when homework is not set - for example if the teacher is away - but teachers will aim to avoid this happening.

If children are away from school when homework is given out, then teachers will ensure that a named copy is put in their drawer, for them to collect when they return.

We are keen to encourage children to take increasing responsibility for ensuring that they have collected their homework and complete it on time (and for asking their

teacher if they need another copy of the homework). We appreciate your support with this.

How can parents/carers find out more information about homework?

All homework requirements are set out in the class newsletters at the start of each term. These are also available on the school website.

Class teachers will have individual systems for handing in homework and will communicate these clearly to children and parents/carers at the beginning of each year. For example, homework may be handed out or returned on a particular day of the week. Parents/carers are encouraged to contact the class teacher(s) if there are any particular issues with homework.

Parent/carer "top tips" - how to support your child effectively with their homework

Children have a busy, structured day at school and we understand that time to relax and enjoy other activities after school is important. Homework activities are set to enable pupils to consolidate or extend their learning, but should not promote resentment, friction or conflict. When used effectively, homework will have a positive impact on a child's learning and progress.

1. GET INVOLVED

Helping with your child's homework is the perfect opportunity to understand more about your child's academic progress. You can learn what they are interested in, what is going well for them and where they are having problems. Your child's teacher will make their expectations regarding homework clear in the class newsletter, which is sent home at the start of the year.

2. FIND A HOMEWORK AREA

Set up a designated homework area at home for your child. This should be free from distractions, whether that is social media or meddlesome siblings. Ensure the homework area is well equipped with pens, pencils and everything else they might need.

3. STICK TO A ROUTINE

Building structure and routine is really helpful for most children and we suggest setting a regular homework time. You know when your child works best. Some need a break and playtime first, whereas others would rather tick homework off the list early. Either way, ensure you find a regular time that suits your child.

4. PLANNING MAKES PERFECT

Not all homework is due the next day. Creating a homework timetable helps to ensure that both you and your child are on top of deadlines. This will also help your child manage their time effectively and plan longer-term projects, so they don't leave everything to last minute - this is an important life skill!

5. ACTIVELY MOTIVATE YOUR CHILD

You should never do your child's homework for them. However, it's a great idea to talk through the homework with them. Not only does the act of explaining reinforce the knowledge that they have learned in the classroom, but also by displaying engagement you actively motivate your child in their work.

6. FOSTER PRIDE IN THEIR WORK

Children should be allowed to celebrate the work they do at home. If your child is proud of a piece of their work, put it on the fridge or wall. Fostering pride in your child's work will help to build their confidence, as well as encourage them to do their homework to the best of their ability.

7. BE A ROLE MODEL

Your child will learn from you. If they see you reading, writing or working at home, this will normalise these behaviours for them. Often, what you do will have a far greater influence than what you say.

8. INVOLVE THEIR PEERS

Although it is important for your child to adjust to working alone, a group of peers completing homework together can be supportive and motivating. Sometimes a classmate will be able to explain a tricky problem in a more relatable manner than you.

9. SEEK EXTRA HELP

If you find your child continues to struggle with their homework after following these top tips, they may benefit from some additional support. In the first instance, talk to your child's class teacher: they will be able to offer advice and suggestions. Do not let your child become upset about homework - at The British School, we want to encourage positive attitudes towards home learning and can support you in developing these.

Next review: September 2024