

Christ Church C of E Primary School

HOMEWORK POLICY



Reach for the Stars

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Christ Church CE Primary School

Vision, Values and Mission Statement



Reach for the Stars

Vision - *Reach for the Stars – Living Life in all its fullness*

Thriving on diversity and underpinned by Christian values, Christ Church is an inclusive school where everyone is welcome and valued. Our vision is to shepherd each other in a safe, loving environment, whilst building a solid foundation to encourage and inspire us to reach for our own star.

Values

- ❖ As a church school our foundations for living and learning are the life and teaching of Jesus Christ. The message of God's love for all and the Christian values of **respect, friendship, love, forgiveness, perseverance** and **trust** are at the heart of all school life.

Mission

- ❖ Our mission is to develop independent learners with active and creative minds whilst providing opportunities to reflect and ask some of the "*big questions*" of life.
- ❖ We put the wellbeing and spiritual development of our children first, enabling them all to flourish and be the best they can be.
- ❖ We help children to become confident and successful learners by discovering their gifts and talents. We appreciate hard work, encourage perseverance and resilience and celebrate achievement.
- ❖ We seek to engender the joy and wonder of learning by providing a creative and challenging curriculum using the local community and beyond which makes learning vivid, real, enjoyable and fun.
- ❖ We promote moral development, aspiration and hope. We provide opportunities for our children to engage in social action and be courageous advocates for change in our local, national and global communities.
- ❖ We develop social growth and an understanding and compassion for others. Through the practice of forgiveness and reconciliation we encourage good mental health to enable all to live well together.
- ❖ We create a school environment that embraces difference where all children are equal. We cherish each other and ourselves and form healthy relationships offering respect, kindness and dignity.
- ❖ We work as a team, listening to children, considering their views and their parents and involving them in decisions that affect them. We encourage partnerships with governors, parents, our local parish community and the diocese. We promote partnerships locally, nationally and globally in order to become active citizens, global champions and responsible stewards of our world.

Homework / Home Learning

Intent

- To provide opportunities for children to research topics and areas of study prior to teaching in the classroom.
- To provide pupils with further opportunities to consolidate and reinforce skills, knowledge, strategies and concepts.
- To encourage pupils as they get older to develop the confidence and self-discipline needed to study on their own, and prepare them for the requirements of secondary education.
- To establish basic life skills promoting a positive attitude and work ethic.
- To develop an effective partnership between the school and parents or carers in achieving the aims of the school.

DFE Guidelines

The DCFS Homework Guidelines suggests that homework makes the greatest contribution to learning when:

- pupils, parents or carers are very clear about what they need to do;
- parents and carers are treated as partners in their children's learning;
- tasks are carefully planned and structured to support progression in learning, as part of the school's curriculum;
- there is a regular programme so that everyone – teachers, pupils, parents or carers know what to expect each week;
- pupils receive prompt, clear feedback on the work they have done;
- homework policies are regularly monitored and evaluated to check that they support pupils' learning in the best possible way.

The purpose of the homework given will change as pupils get older. For children in Key Stage 1, developing a partnership with parents and involving them in their children's learning will have a strong emphasis. There will be a focus on homework that encourages talk between children and their family members. Homework that provides opportunities for reading, vocabulary development, writing and mathematics will also be encouraged. As pupils become older the emphasis will also focus on developing the skills of independent learning. Writing and sharing homework tasks with adults at home will still remain a priority.

Type and Amounts of Homework



The **recommended time** allocation for homework is:

Class	Time
Years 1 and 2	1 hour per week
Years 3 and 4	1.5 hours per week
Years 5 and 6	2.5 hours per week

We should remember that the precise amount of time spend on homework is less important that the quality of the tasks.

Implementation

Early Years

Although homework for the children of Nursery and Reception age is not covered in the DFE Guidelines, home learning can be very valuable for children's early learning. Beside the obvious benefits in assisting in the development of the children's basic skills, routines are being established for both parents and children that will be built upon as pupils move through the school. It is important that a regular pattern is established so that this becomes routine for pupils and for parents, for example letter sounds on Monday etc.

Early Years

Reading

Reading at home makes a real difference to children's progress in school. Reading together at home, learning of letter sounds and high frequency words, sharing a library book etc. plays an integral role in child's development.

Parents are asked to make a note in their child's reading record book each time they share a book with them - this also is an effective way of communicating between the teaching staff and parents.

Parental Involvement

Regular workshops held by EYFS staff throughout the academic year provide more detail on how to support children's learning at home. For example 'Meet and Greet', Phonics and Reading workshops, fine motor skills and handwriting, and Maths workshops. At these workshops details of games, interactive resources and activities will be given to parents to take home. Parents attending these workshops will be given advice on home learning in Early Years.

Class Dojo

We use Class Dojo to share learning in school with parents. This is an app which can be downloaded onto parent's phones and devices. It can also be used for parents to share work from home with us. It's also a great way to share those 'Wow' moments with us!

For example:

"Yesterday Mohammed looked at a book and turned the pages and told the story from the pictures."

"At the weekend, Mohammed rode his bike for the first time with no help."

"We went for a walk and Mohammed was able to spot signs of Autumn such as the leaves changing colour."

Photographs are encouraged too. We can share the photos with the class and children can talk about what they have been up to.

A Class Dojo meeting for parents takes place early in the Autumn term to ensure everyone can access and utilise it.

Key Stage 1

The following are examples of the types of homework which may be given. All pupils in Key Stage 1 have a *learning log* in which to record their homework.



- Learning letter sounds and individual spellings;
- Learning to read and spell high frequency words;
- Reading - Reading Book and Home school reading record to be taken home and children to be encouraged to read each day.

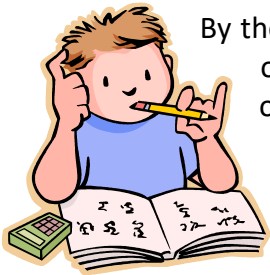
Home school reading books will be changed on Mondays and Fridays. Parents are encouraged to make comments and sign the reading log;

- Learning subject specific vocabulary;
- Activities relating to number bonds, multiplication tables, etc;
- Finding out information by talking to an adult, or researching e.g. holidays in the past, toys;
- creative project, e.g. build a model:
- Homework may be topic related, for example bringing something into school.



Key Stage 2

It is important that pupils should gradually get into the habit of being expected to work at home. They should be encouraged to develop personal study skills which require them to devote regular periods to time to studying on their own. All pupils in Key Stage 2 have a *learning log* in which to record their homework. Learning Logs give the pupils a sense of ownership and independence in completing tasks set in their preferred style, e.g. pictorial, using computers, Ipads, writing. Obviously, a range of styles is to be encouraged over a period of time.



By the time pupils reach Year 6 their homework programme should cover a wide range of tasks and curriculum content, with a regular weekly schedule. This should not only benefit their learning but also assist the transition into secondary school.

The following are examples of the types of homework which may be given.

- Learning the meaning of new subject specific vocabulary;
- Learning to read and spell medium frequency words;
- Learning more complex spelling patterns and rules (e.g. prefixes and suffixes);
- Sustained reading - Reading Book/library book and Home school reading record to be taken home and children to be encouraged to read each day. Parents are encouraged to make comments and sign the reading log;
- Activities relating to, multiplication tables, calculation strategies and shape and space etc;
- Finding out information by talking to an adult;
- Making a model, e.g. Greek Temple;
- Homework may be topic related, e.g. Research tasks for various topics;
- Writing tasks covering a range of writing styles, e.g. report, narrative, playscript, persuasive, explanation, poetry;
- Reading, reading, reading.

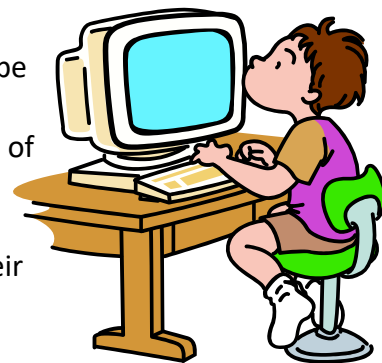
Tasks started in class should not be given as homework.

It is expected that Year 6 children will be given increased amounts of homework in preparation for Key Stage 2 for national tests, previously known as SATs. The school provides study guides for Mathematics, English and Science for each child as an aid to their preparations.

Homework and Study Support Facilities

We should:

- give regular homework on a Monday and/or a Friday to be completed for the following week;
- provide support and guidance for parents, e.g. give an example of calculation strategy to be used;
- take time to discover what the exact problem is for a particular child and suggest strategies for that child to manage their homework.



Other support available

- There is a list of additional tasks that children can complete if they are looking for additional home learning stuck in the inside cover of their learning log.
- There is a list of suggested activities and strategies that will help children learn their spellings stuck in the inside cover of their spelling log.
- A termly topic booklet also includes ideas for home learning.

Dojo

We are presently integrating the use of Dojo in school as a means of giving and receiving homework.

Role of Parents

If our homework policy is to be successful in achieving our aims, then parents and carers must be clear about the ways in which they can support their children.

We will encourage parents and carers to:

- provide a reasonably suitable place in which pupils can do their homework, e.g. quiet, peaceful room without TV, radio, etc;
- provide a place where pupils can work alone, or for younger children together with an adult;
- take an interest in the homework being undertaken;
- make it clear to pupils that they value homework;
- explain to their child how homework will help their learning;
- always encourage their child to complete the homework and return it to school on time;
- always praise their child's efforts for completing their homework;
- always find something positive to say when commenting on actual work;
- use *Class Dojo* (see earlier information).

Feedback for Parents and Pupils

When homework is completed with an adult at home the child will receive immediate feedback. However, when work is completed by a child independently, it is important that some feedback is given in school. Feedback to pupils can take various forms, for example:

- discussion with individual pupils;
- discussion as part of the introduction to a lesson;
- feedback within lessons;
- discussions with a group of pupils;

- written comments;
- praise for completing homework on time.

Pupils' homework and reading will also be celebrated in class where there are opportunities for them to share and discuss their home learning with their peers. Whole school Achievers Assembly on a Friday will also be used to share and celebrate completed work.

Providing written feedback for individual pupils is very demanding on staff time. We should therefore take this into account when setting tasks for homework so that the work load is manageable. Often we will be able to assess how productive their homework is, by their contribution and performance during lessons.

Feedback for parents and from parents is also important. Parents may wish to comment on whether they think the homework is too long, too short, too easy or difficult. We may also need to give parents information about their child's work.



Opportunities for giving and receiving information include:

- during *Meet & Greet* sessions in the Autumn term;
- discussion during parents' evenings;
- formal meetings with teacher by appointment;
- informal meetings when parents collect their child;
- home school reading log;
- Learning Logs;
- Report questionnaire.

Monitoring Arrangements

As with other policies, we should constantly be monitoring the impact which these have on standards. This monitoring will be undertaken by:

- the senior leadership team who will monitor the amount of homework given and types of activities set and look at examples of homework tasks;
- the Head Teacher who will sample learning logs and other evidence of home learning;
- the teacher who will give feedback on home learning.

Impact - Success criteria

- Homework enhances learning in the classroom.
- A positive attitude to homework is developed.
- Homework is of a high quality and appropriate length.
- Pupils complete weekly homework tasks.
- Homework is completed in the time set.
- Parents/carers take an interest in homework.

Policy Review

This policy will be reviewed annually.

Last review Autumn 2023.

