



# Priority

*Primary School*

## Homework Policy

Policy Tracker – Responsibility for monitoring this policy: School Leadership Team			
Date	Reviewed By:	Role	Date approved/received by the Governing Board
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September 2022			

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## **1. Rationale**

The impact of setting high quality homework results in positive learning gains (Education Endowment Foundation). We believe that homework reinforces, supports and extends the learning covered in the classroom while supporting children to develop self- discipline, independence and the ability to take responsibility for their own learning.

## **2. Aims**

This policy aims to:

- Raise achievement;
- Ensure a consistency of approach throughout the school;
- Articulate the amount and types of homework that should be allocated across the school;
- Ensure teachers, parents and carers have a clear understanding about expectations of themselves and pupils.

## **3. Purpose**

The main purpose of homework is:

- to reinforce and practise the knowledge, skills and understanding developed at school;
- to encourage pupils to develop the skills, motivation and confidence to study independently at home effectively;
- to extend school learning through activities such as additional reading and research;
- to develop and sustain the involvement of parents in the management of their child's learning and to keep them informed about the work and progress their child is achieving;
- to promote and maintain positive communication between home and school;
- to offer pupils the opportunity to extend their learning by including optional, additional challenges or open ended questions;

## **4. Key Principles**

- Sufficient time is allowed for the completion of homework to allow for a healthy home/school work balance.
- As the children progress through the school, the amount of homework will increase so that children are well prepared for the expectations of homework at secondary school.
- Studies suggest homework involving digital technology can have greater impact (Education Endowment Foundation). This will be factored into the homework provided.
- Teachers incorporate homework into their weekly planning and ensure that the tasks are differentiated, purposeful and aimed at reinforcing and developing basic skills.
- Teachers provide parents and pupils with clear learning objectives and instructions for tasks, as well as clear examples of work to guide both children and adults.
- Work completed at home will be acknowledge, recognised and celebrated throughout school. There will be various challenges across school throughout the year to support this.

## 5. Homework Guidelines

At Priory Primary School, we believe that the single most important homework activity is regular reading. This should increase in duration as the children get older (see tables below). There is an expectation that reading and sharing books should happen on a daily basis (at least 5 times per week). It is important for parents/carers to read with children and to discuss books, pictures and stories, even when they are in the older year groups. Children’s reading diaries/planners should be signed by parents/carers after hearing children read. Some children may be given individual reading targets depending on need.

The nature and content of homework set, and the amount of time needed to complete homework will vary from year to year and from child to child. The following tables outline what parents/carers of children in each key stage can expect to be set for homework.

<b>Nursery and Time for Twos</b>		
<b>Subject/Area</b>	<b>Task Type</b>	<b>Weekly Expectations</b>
<b>Reading</b>	Sharing and discussing picture books	Every day (5-10 minutes)
<b>Phonics</b>	To practice the Nursery Rhyme of the week Explore environmental sounds e.g. animals, vehicles, instruments and body percussion Summer term nursery, if appropriate, children will receive homework related to the phoneme being learnt in school	Nursery Rhyme Sharing Daily (2-3 minutes) As and when required
<b>Maths</b>	Everyday counting, number and shape recognition within the environment	Every day (5 minutes)
<b>Tapestry Learning Journey</b>	Tasks allocated via Tapestry as required. These tasks could be linked to any area of learning.	As and when required

<b>Reception</b>		
<b>Subject/Area</b>	<b>Task Type</b>	<b>Weekly Expectations</b>
<b>Reading</b>	Reading books – reading book to share with parents (changed weekly)	Every day (5-10 minutes)
<b>Phonics</b>	Decodable phonics books (changed approximately every 3 days) Daily sound practise sheets	Every day (5-10 minutes)
<b>Maths</b>	Everyday counting, number and shape recognition within the environment Half-termly maths activity to be completed over the holidays	Every day (5 minutes)
<b>Tapestry Learning Journey</b>	Tasks allocated via Tapestry as required. These tasks could be linked to any area of learning.	As and when required

<b>Years 1 and 2</b>		
<b>Subject/Area</b>	<b>Task Type</b>	<b>Weekly Expectations</b>
<b>Reading</b>	Reading books – reading book to share with parents (changed weekly) Access to reading for pleasure texts through Oxford Owl	Every day (10-15 minutes)
<b>Phonics</b>	Decodable phonics books and additional book bag phonics book (changed approximately every 3 days) Daily sound practise sheets (if applicable) Access to Myon/Accelerated Reader – post phonics provision	Every day (10-15 minutes)
<b>Spellings</b>	TBC	TBC
<b>Maths</b>	Weekly Arithmetic practise Weekly Times tables table focus homework Access to Numbots (little and often)	30 minutes per week with practise on times tables and numbots 5-10 minutes 2-3 times per week
<b>Wider Subjects</b>	Special ad-hoc homework will be set throughout the year for children and their families to engage with	As and when required

<b>Years 3 and 4</b>		
<b>Subject/Area</b>	<b>Task Type</b>	<b>Weekly Expectations</b>
<b>Reading</b>	Phonics provision as above if required Accelerated reader banded book (changed when quiz is completed at 85% accuracy) Reading for pleasure book Access to MyOn Access to SORA online library Access to Century Learning Platform Access to reading for pleasure texts via Oxford Owl	At 15-20 minutes reading a day – 5 times a week.
<b>Spellings, Punctuation and Grammar</b>	TBC	TBC
<b>Grammar</b>	Linked to weekly grammar focus	Weekly
<b>Maths</b>	Weekly Arithmetic practise Weekly Times tables table focus homework Access to Times Tables Rock Stars/ Numbots (little and often) Access to Century Learning Platform	45 minutes per week with practise on Times Tables Rock Stars or Numbots 5-10 minutes 2-3 times per week
<b>Wider Subjects</b>	Special ad-hoc homework will be set throughout the year for children and their families to engage with Access to Science nuggets via Century Learning Platform	As and when required

<b>Years 5 and 6</b>		
<b>Subject/Area</b>	<b>Task Type</b>	<b>Weekly Expectations</b>
<b>Reading</b>	Phonics provision as above if required Accelerated reader banded book (changed when quiz is completed at 85% accuracy) Reading for pleasure book Access to MyOn Access to SORA online library Access to Century Learning Platform Access to reading for pleasure texts via Oxford Owl	At 20 minutes reading a day – 5 times a week.
<b>Spellings, Punctuation and Grammar</b>	TBC	TBC
<b>Maths</b>	Weekly Arithmetic practise Weekly Times tables table focus homework Access to Times Tables Rock Stars (little and often) Access to Century Learning Platform	60 minutes per week with practise on Times Tables Rock Stars or Numbots 5-10 minutes 2-3 times per week
<b>Specific SATS practice</b>	SATS specific activities will be shared by the teachers in the lead up to SATS	Daily/weekly focus as directed
<b>Wider Subjects</b>	Special ad-hoc homework will be set throughout the year for children and their families to engage with	As and when required

## 6. How parents/carers can help their child with their homework

Below is a list of ways that parents/carers show their child that homework is important and that the time and effort spent completing it is worthwhile.

Parents/carers can show they value their child's homework by:

- providing a suitable place in which they can do their homework, preferably with an adult to discuss, encourage and support;
- making it clear to them that you value homework and support the school in explaining how it can help learning;
- encouraging and praising them when they have completed work set;
- ensuring work is complete and returned to school on time;
- checking they spend a suitable amount of time on homework.

In addition to this parents can further support their child's learning and development in many different ways:

- visits to libraries, museums etc.;
- cooking with them;
- taking your child swimming;
- playing games, e.g. board games, cards, ball games;
- watching informative TV programmes together;
- providing opportunities for craft activities, e.g. cutting, sticking, sewing, painting etc.;

- gardening and growing plants;
- using the internet to research something with your child (following online safety guidelines for safe internet use);
- Attending any school workshops that may be on offer designed to enable parents/carers to support their child's learning at home;
- Talking to your child about schoolwork, their day, what they have been learning about and how they have been learning.