



High Coniscliffe CE Primary School Homework Policy

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Approved by: Executive Principal

Next Review: As required

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This is how we do it here

1. Aims

It is very difficult to get the right balance in terms of the amount and content of homework – some families will want more, some families less and some, none at all. However, we believe that:

- Homework provides opportunity for children to continue learning – reinforcing, consolidating, applying and extending learning
- Homework gives time to practice and learn key facts (eg number bonds, times tables, spellings)
- Homework builds a bridge between home and school
- Homework develops independent learning and organisational skills
- Homework can help prepare children for assessments (particularly in the end of Key Stage 2 SATs in Year 6)

Homework supports our ‘This is how we do it here’ pledge, as another way we build positive relationships through:

- ✓ Conversations
- ✓ Collaborations
- ✓ Celebrations
- ✓ Care

2. Year Group Summaries

Homework develops from Reception to Year 6 to support the above aims, using a variety of methods ultimately moving to fully digital by Year Six. The following table gives a summary of the homework provided for each year group. Further information for each year group is given in the next section of the policy.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Daily reading	✓	✓	✓	✓	✓	✓	✓
Daily phonics	✓	✓	-	-	-	-	-
Spelling Log	-	-	✓	✓	✓	✓	✓
Number recognition, formation, bonds	✓	-	-	-	-	-	-
Time Table Rockstars	-	✓	✓	✓	✓	✓	✓
Seesaw for announcements, sharing learning and homework stimulus	✓	✓	✓	✓	✓	✓	✓
Seesaw to set and submit homework	-	-	-	-	✓	✓	✓
Above and Beyond <i>Home Learning Grid (see Section 4)</i>	✓	✓	✓	✓	✓	✓	✓

3. Year Group Homework Expectations

Reception

Sharing a book together at home is the most important aspect of Reception homework – this should happen every day.

The Reading Diary should be completed regularly by an adult at home.

Have fun sharing books with these tips

- Talk about the book's cover and point out the title.
- Let your child hold the book and turn the pages.
- Encourage them to talk about the pictures.
- Use different voices for different characters. Add in sound effects like splashing in puddles, beeping car horns or animal sounds.
- When the story is finished, you could ask them if they liked it and if they had a favourite character.
- Make a den together, like a cloth over a table, with space for both of you to share. You can make your den part of the story – it could be a monster's cave, a rocket ship, or a princess' tower.
- Talk to your child about what you did as a child. Involve the whole family – grandparents may have stories to share from when they were growing up!

Following the completion of the Reception Baseline Assessment within the first 6 weeks of starting school and when the children are familiar with the setting, they will begin learning phonics. They will regularly bring home sounds to practice and books to read at home (initially these will have no words to develop language skills as they then learn early reading skills).

Alongside this, resources and information will be posted on the app Seesaw. For example, videos explaining the sounds and how to practice letter formations. Seesaw is also used to share the children's learning in school

Year One

Daily reading remains the most important aspect of homework. The children will be able to read more themselves and will bring home two reading books on a Monday and one on a Friday. Reading together is a wonderful way to develop the following key skills:

- **Listening**

Your child can listen to you, even if they're busy with something else. They can understand instructions and longer sentences. They also know how to answer 'how' or 'why' questions. You can practice this with their favourite story. For example: 'How did the family escape the bear at the end of the story?'

- **Speaking**

Your child will be good at describing things, and have a sense of time. Try this out with word games, like 'How many foods can you name in 20 seconds?'

- **Learning tricky sounds**

When your child speaks, it is easy to understand most of the time. But some words are harder for children to say, like 'wabbit' instead of 'rabbit'. The 'th' sound in words like 'thumb' or 'thunder' can take longer to learn too. They might stumble on longer words. Encourage them to keep practising. Rhyming games and songs can help.

- **Telling stories**

Telling a story is how your child will learn to express themselves and the things that happen to them. They will be learning to tell stories that make a bit more sense! They can list what happened with some detail. They can also re-tell their favourite stories in their own words. Ask them to tell you about their day. See if they can answer questions about what happened.

- **Chatting with others**

They will be able to give their opinion and talk about their ideas and feelings. They will be able to tell you what they like or what they want to do. If you ask them a question, they should be able to include the important part of the answer when they reply.

Phonics continues to be the main focus as the children move into Year One and in the Summer Term the children will take the Phonics Screening Check. They will therefore continue to bring home activities to support this learning.

By the end of Year One, the children should be able to count in multiples of 2, 5 and 10, recall and use doubles of all numbers to 10 and corresponding halves - regular practice of these is vital and activities and tips will be sent home to help. They will also be given a login for Time Table Rockstars which is a fun and challenging programme designed to help pupils master the times tables.

Alongside this, resources and information will be posted on the app Seesaw. Seesaw is also used to share the children's learning in school.

Year Two

Reading is still the most important aspect of homework – the children will be becoming more independent but reading to an adult, sharing the book, talking about the characters, making predictions etc is key for them to develop a love of reading and continue to develop other skills. The Reading Diary should be completed regularly by an adult at home.

Inspire everyone in your family to read every day for 10 minutes:

- Create a routine, set a specific time each day to read that works best for your family – you could be at home or out and about!
- Set a timer to help you all hit 10 minutes.
- Turn off your phone or TV so there are no distractions.
- If your child is an independent reader, make sure you grab your favourite book to read as well to show them how important reading is to you.

When the children are secure in the knowledge of their phonics, they will move onto spellings. This will include a Spelling Log Book in which the children record their own words to revise. They will bring these books home to share and practice. They will also be given activities to help them learn words that are spelled without using the normal spelling rules.

By the end of Year 2 the children should be able to recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers - regular practice of these is vital and activities and tips will be sent home to help, alongside the continued use of Time Table Rockstars.

Alongside this, resources and information will be posted on the app Seesaw. Seesaw is also used to share the children's learning in school.

In the Summer Term, the children in Year Two undergo statutory assessment (SATs) – homework will reflect the preparation for this with further information provided.

Year Three

Reading continues to be the most important aspect of homework. Reading together is not only fun, but it helps develop the following:

- **Listening**

The children can listen to questions or instructions and work out which bit is important. They know to ask more questions if they don't understand. They can understand more than one instruction at once, like: 'Choose a person from the story we've just read, tell me how they feel at the end of the story and why you think that is.'

- **Words**

Your child will be learning lots of new words. They can group words by their meaning, not just how they sound. They can play word-guessing games and know how to compare words in lots of different ways, like opposites. They will also like asking lots of questions, including 'why' questions. Their way of speaking will be starting to sound more grown up sometimes.

- **Telling stories**

Your child will be getting better at telling stories too. They'll be able to use plot, interesting words and the right order of time. They'll know what you already know in the story. They will also be able to try to guess what happens next when they hear a story.

- **Playing with others**

At this age, children are getting better at mixing with others and making friends. They know how to take turns, listen to others and talk about something other than themselves. You might notice them picking up words they've heard from other people.

They will continue with their Spelling Log Book.

By the end of Year Three, the children should be able to recall and use the multiplication and division facts for the 3, 4 and 8 multiplication tables - regular practice of these is vital and activities and tips will be sent home along with access to the Time Table Rockstars app.

Alongside this, resources and information will be posted on the app Seesaw. Seesaw is also used to share the children's learning in school.

Year Four

The value of reading regularly cannot be overstated, and there is a wealth of evidence associating daily reading – and/or being read to – in childhood with a number of academic and economic advantages in later life. Adults at home are encouraged to read with/to their children, discuss what they have been reading and record this in the Reading Diary.

They will continue with their Spelling Log Book.

The children will take the Year Four Multiplication Tables Check in the Summer Term so need to be able to recall and use multiplication and division facts for multiplication tables up to 12 x 12. Times Table Rockstars continues to be an invaluable tool to help and additional activities will be set to support the children.

Alongside this, resources and information will be posted on the app Seesaw. Seesaw is also used to share the children's learning in school.

Year Five

The children will be keen to read independently which should be encouraged but also monitored by adults at home to ensure it is happening and recorded in the Reading Diary. The children will have more freedom to choose their books themselves, but daily reading continues to be imperative.

They will continue with their Spelling Log Book

Revision of all multiplication and division facts up to 12 x 12 continues to be very important and the children will continue to have access to Times Table Rockstars.

Increasingly, homework tasks will be set via Seesaw to improve the children's digital learning skills.

Year Six

Daily reading remains extremely important and parents and carers are still asked to regularly annotate the reading diary to ensure the children continue to immerse themselves in the world of books. We hope that we have developed the children's love of reading so that they continue to read regularly through Year 6 and indeed for the rest of their lives.

They will continue with their Spelling Log Book,

All other homework tasks will be set via the Seesaw app.

The children will take the end of Key Stage Two statutory assessments (SATS) in the Summer Term so as the year progresses they will receive additional homework to ensure they are prepared for these.

4. Home Learning Grids

Above and Beyond

For families who would like to complete additional activities linked to the children's learning in school, a grid of 20 activities will be issued for each class every term. These will focus on their main learning expeditions and include activities from a range of other subjects as well as opportunities for extended writing and maths problem solving tasks. Links to content on Seesaw will be explicit and available from when the grids are sent home (e.g. links to videos, reading materials etc.)

5. Roles and Responsibilities

In order for homework to be a useful and effective activity, pupils, teachers and parents must all be aware of and agree to their roles and responsibilities. **If a child is not in school and their absence is unauthorised, homework will not be set (for example an unauthorised term-time holiday).**

Pupils:

- To read (or be read to) in line with the expectations set out on the back of your child's home reading record
- Children should endeavour to complete all set work as far as resources and support allow them to.
- Children should engage with online forums and discussions in a positive and appropriate manner and using written English of the same standard as expected in school
- Children should take pride in their work and submit work to Seesaw and ensure submissions are uploaded within the timescale set by the class teacher (adults may need to support younger children with this).
- To complete the homework set as independently as possible.

Teachers:

- To adhere to the Homework Policy
- To set homework tasks which are a relevant and coherent part of the work in hand
- To ensure pupils are clear about what they are required to do and by when
- To ensure that the work set is reasonable in terms of the time allocation
- To ensure that, where possible, the needs of individual pupils are taken into account, either by setting differentiated tasks, providing additional scaffolding (or challenge), or by setting tasks which allow for differentiated outcomes
- To allow sufficient time in class for homework to be explained
- To provide an exercise book for homework if requested by parents/carers

Parents

- To provide a suitable working environment at home and a regular routine
- To encourage and promote independent work habits
- To provide assistance during a task, if necessary, by reading aloud and questioning, but not teaching/doing the work for your child
- To help children where necessary to upload completed homework to the SeeSaw platform
- To communicate with the school if problems arise
- To inform the school office of any exceptional circumstances which may impact on homework
- To establish an understanding that homework is an important and serious aspect of school life and the pupil's responsibilities

6. Monitoring of homework

Homework will form part of the body of work scrutinised by the Senior Leadership Team (SLT) in their ongoing subject monitoring and evaluation. Access logs and uploaded content to Seesaw and Time Table Rockstars will also provide an insight to the effectiveness of this policy.

The Local Academy Council will also monitor the delivery and effectiveness of the policy.

We hope that this policy will help to make the experience of homework a positive one for all concerned. If, however, for any reason homework is becoming problematic, parents should avoid confrontation with their child and seek advice from their child's teacher or the relevant member of the Senior Leadership Team.

7. ADDENDUM: Remote Education

In the event that children are absent from school due to COVID-19, daily lessons will be set for them via Seesaw.