



Eccleston Primary School

Homework Policy

2020-2021

1 Introduction

- 1.1 Homework is anything that children do outside the normal school day that contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with homework.

2 Rationale for homework

- 2.1 Homework is a very important part of a child's education and can add much to a child's development. The government made clear its commitment to homework in the 1997 White Paper, 'Excellence in Schools', where homework was seen as 'an essential part of good education'. We recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at school. Indeed we see homework as an important way of establishing a successful dialogue between teachers and parents. One of the aims of our school is for children to develop as independent learners. We believe that homework is one of the main ways in which children can acquire the skill of independent learning.
- 2.2 Homework plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

3 Aims and objectives

- 3.1 The aims and objectives of homework are:
- to enable pupils to make maximum progress in their academic and social development;
 - to help pupils develop the skills of an independent learner;
 - to promote a partnership between home and school in supporting each child's learning;
 - to consolidate, reinforce and extend learning done in school and to allow children to practice skills taught in lessons;
 - to help children develop good work habits for the future.

4 Types of homework

EYFS

Weekly

1 x Phonic Reader
1 x Phonic Spelling
Tricky Word Target

Key Stage 1

Weekly

1 x Phonic Reader
1 x Phonic Spellings
Maths Target
Grammar Target

Key Stage 2

Weekly

1 x Spellings
Maths Target
Grammar Target

Daily

1 x Home Reader

Daily

1 x Home Reader

Daily

1 x Fiction Home Reader
1 x Non-Fiction Home Reader

Half Termly

1 x Learning Menu

Half Termly

1 x Learning Menu

Half Termly

1 x Learning Menu

4.1 Reading (Key Stage One)

Children will take home a home reader and a phonics reader. The home reader can be changed by the child when completed and the phonic reader will be changed by the class teacher weekly after guided reading. The phonic reader reflects the phoneme that the child is currently working on and the home reader will be at, or marginally above the reading ability of the child to be shared with the parent for comprehension purposes.

Reading (Key Stage Two)

Children will take home a fiction home reader and a non-fiction home reader which can be changed by the child when completed. The home readers will be at the level that the child is working at and may be a scribed book or a free reading book. There may be slight fluctuations in the content and difficulty at any one level.

Children are encouraged to read books for interest from other sources and parents are asked to note this in the child's reading diary.

4.2 ICT

All Key Stage 1 and Key Stage 2 children are set Times Table Rock Stars homework and IDL which should be for 30 minutes per week. Children have their own individual logins and passwords. If children don't have access to a computer then they can attend the homework club (see 6.4).

4.3 Spellings/Phonics

Spellings and phonics will be sent home weekly. These will be set by the class teacher (Key Stage 2) and the phonics teacher (Key Stage 1/EYFS). These will be tested weekly with some additional unseen examples reflecting the same spelling/phonics pattern.

The spelling pattern/phoneme that the child is working on will be sent home at the beginning of each week. These will be set by the class teacher (Key Stage 2) and the phonics teacher (Key Stage 1/EYFS). These will be tested weekly with some additional examples reflecting the same spelling/[phonics pattern.

4.4 Maths and Grammar Non-Negotiables

A half termly Maths and Grammar target can be found on the Learning Menu under the English and maths tasks. These will reflect the agreed non-negotiables set out for each year group.

4.5 Learning Menu

Each half term a learning menu will be sent home reflecting the topic that is being taught within the year group. Suggestions will be given for different areas for the parents and children to work on. Children will choose which they would like to complete with guidance on how many to focus on from each section. All pupils from Year 1 – Year 6 receive a Maths and English CGP revision activity book. On the learning menu, specific pages are identified for each half term.

5 Amount of homework

5.1 At both key stages, daily practice in reading is to be encouraged. We expect spelling, grammar and mathematical targets to be practised throughout each week.

5.2 A learning menu will be sent home for the half term with guidance on the minimum amount of work to be completed. When it is completed and how it is presented will be the choice of the child and their parents.

6 The role of parents

6.1 Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home and by discussing the work that their child is doing.

6.2 We ask parents to support the children with time management, ensuring parts of the learning menu are completed. This teaches the child about workload and time management which is an important skill for further education and the workplace.

6.3 If parents have any problems or questions about specific homework activities, they should, in the first instance, contact the child's class teacher. Parents may contact the headteacher to discuss the school policy. Finally, if they wish to make a complaint about the school homework policy or the way it is implemented, parents should contact the governing body.

6.4 A homework club will be available each week to support parents and children. Wednesday lunch time will be a drop-in for children to use computers and access basic resources within school and after school will be open for parents to work with their children within school. This supports

parents with time management, basic resourcing and enables the access to computers and staff when available.

7 Monitoring and review

7.1 It is the responsibility of our governing body to agree and then monitor the school homework policy. The Teaching & Learning Committee of the governing body issues does this.

Opinions of parents, collected from regular questionnaires, are carefully considered when reviewing the policy. Our governing body may, at any time, request from the headteacher a report on the way homework is organised in our school.

Signed:

Date: 2020