

Bishop Perrin Church of England Primary School



Homework Policy

Non-Statutory Policy

Our school is a Church of England School and works in partnership with our two local parish churches, St Augustine's and Ss Philip & James'. We aim to reflect the values, traditions and beliefs of the Christian Faith and therefore our Spiritual Values underpin everything that we do.

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1 AIMS OF HOMEWORK

At Bishop Perrin we see homework as an important aspect of the school curriculum.

- To enable children to practise skills and reinforce concepts learnt in class
- To encourage children to become independent and more responsible for their own learning
- To reinforce links between school and home
- To involve parents in the education of their children
- To help children to realise that learning does not end once they leave the classroom
- To contribute to raising standards in children's attainment

For children in Key Stage 1, developing a partnership with parents and involving them actively in children's learning is the key purpose. As children get older, homework provides an opportunity for them to develop the skills of independent learning and takes over as the main purpose for homework.

2 HOMEWORK TASKS AND QUANTITY

The table below shows the curriculum areas that are covered by homework and how much time children in each year group are expected to spend on their homework.

Children in the Reception class are expected to undertake regular reading and practise their phonics. Phonics practice should take the form of simple game-based activities. In the summer term, children will be given maths games to play at home.

Where necessary, tasks are differentiated according to children's abilities. All children are included in homework procedures, regardless of race, gender, religion, culture, age or ability. Children with Special Educational Needs receive homework that is appropriate to their ability and may support specific targets on their Individual Education Plan.

Children are not set extra homework tasks in the school holidays other than in Year 6, when preparing for SATs. However, they may be asked to undertake some preparation or research for the following term's topics. Each Key Stage 2 class is provided with a summer homework pack in order to maintain basic skills such as times tables and reading activities.

Year Groups	Type of Task	Books	Guidelines for Timing
Year R	<ul style="list-style-type: none"> • Daily weekday reading • Phonics and key words practice • Maths Challenges (Summer term only) 	Homework Folders	Short, regular bursts
Years 1 and 2	<ul style="list-style-type: none"> • Weekly handwriting • Weekly phonics / spellings • Weekly Mathletics activity • Daily weekday reading (5 minutes, building up to 10 minutes in Y2) 	Homework Folders Handwriting books	1 hour per week
Years 3 and 4	<ul style="list-style-type: none"> • Weekly handwriting • Weekly spelling practise activity • Weekly Mathletics activity • Alternate weekly reading comprehension / punctuation and grammar workbook activity practising and consolidating key skills • Termly topic-based project • Daily weekday reading (approximately 10 minutes) 	Reading Comprehension Workbook Punctuation and Grammar booklet Handwriting books	1 ½ hours per week
Years 5 and 6	<ul style="list-style-type: none"> • Weekly spelling practice activity • Weekly Mathletics activity • Alternate weekly reading comprehension / punctuation and grammar workbook activity practising and consolidating key skills • Half termly topic-based project • Daily weekday reading (approximately 15 minutes) 	Reading Comprehension Workbook Punctuation and Grammar booklet	2 ½ hours per week

3 HOME READING

Children are expected to spend time regularly reading with their parents at home.

In Reception, they are expected to share their school reading book with an adult each week day, building to 5 minutes a day in the Summer Term. Children's reading books will be changed once a week. To support the child's progress at this early stage, each time they listen to a child read, comments are recorded by the class teacher and the parents in the reading diary.

In Key Stage 1, children are expected to spend at least 5-10 minutes a day during the week reading their school reading book and this is recorded by the parent in the reading diary. In Year 1, the class teacher will continue the practice from Reception of commenting in the child's reading logs. In Year R

and Year 1, children's school reading books are changed once a week to allow time to read and re-read their books several times. The children will bring home two books matched to their current stage of learning with their phonics. In Year 2 the children's books are changed twice a week.

In Key Stage 2 children should spend at least 10 minutes every day during the week reading their school reading book (or book of their choice if a free-reader). This is recorded by the parent in the homework diary. Children in Years 3 and 4 will continue to be provided with school reading books from the reading scheme, progressing to being free-readers when appropriate. A KS2 initiative provides an incentive to reward children who read at home regularly.

Teachers use their professional judgement when advising parents on their children's home reading. The school provides opportunities for parents to attend workshops about developing children's reading and a booklet is made available to parents with suggestions in ways they may support their child with reading.

4 TYPES OF HOMEWORK TASKS

Each child in Y1 – Y4 has a homework handwriting book which is used to carry out weekly handwriting tasks at home.

In Key Stage 1, children are given weekly phonics / spelling rules or patterns to learn and investigate. These are taken from the school's phonics scheme of work, which follows Letters and Sounds. The expectation is that children will learn the sound / rule, explore words that use this sound / rule and apply their knowledge to read and spell these words in a follow-up test at the end of the week. The maths task is an interactive Mathletics activity that the children complete online. All children are provided with their personal log-in for Mathletics.

In Key Stage 2, the tasks become more formal and are handed in on a given day. Children are given weekly spelling rules or patterns to learn and may investigate using activities set on Readwriter (each child has a personal log-in for Readwriter). They will also be given a list of up to 10 words to learn over the course of the week. These are taken from the school's spelling scheme of work, from children's individual spelling logs or are from other curriculum areas that are currently being studied. The expectation is that children will learn the rule, explore words that use this spelling rule and adapt their learning to spell words following the pattern / rule in a follow-up test at the end of the week. The children will be provided with English homework workbooks for reading comprehension and grammar / punctuation, and will be asked to complete activities from these books on a weekly basis. A weekly maths activity is set on Mathletics.

In Key Stage 2, children will be set a project every term (Y3 & 4) or every half term (Y5 & 6) relating to their current theme being studied. These projects are designed to allow the children to develop their research skills, provide opportunities for extended writing and maths investigations and allow them a little more freedom and creativity in how they collate and present their work. Teachers ensure that a range of curriculum areas are covered over the year and will provide a success criteria for expectations of the project.

5 MARKING AND STORAGE OF HOMEWORK

Formal pieces of homework that have been handed in are marked in line with the school's policy on marking. The majority of this type of homework occurs in KS2 and the children will record their work in homework books, so parents are able to keep up to date with how their child is progressing with homework as they bring these books home regularly. In Reception and Year 1, parents will be kept informed of the children's progress in phonics and reading via regular comments in the child's reading diary. In KS1, spelling activities and handwriting are marked and returned to the children which allows parents to keep up to date with how their children are progressing.

6 READING RECORDS AND HOMEWORK DIARIES

Each child in Reception and Key Stage 1 has a 'Reading Record and Phonics Log' booklet. Parents record home reading in the Reading Record and this is monitored by teachers on a regular basis. Children are expected to have their 'Reading Record and Phonics Log' booklet and reading book in school every day.

Each child in Key Stage 2 has a Homework Diary which is organised as a week to view. Children are responsible for recording their homework. Parents also record home reading in the diary and there is space for them to write a comment to the teacher if they wish. These diaries are monitored by class teachers each week. Key Stage 2 children are expected to have their diary in school every day and take it home each evening. If Key Stage 2 children lose their diary they need to pay £1 in order to have it replaced.

7 RECORD KEEPING AND LATE HOMEWORK

Key Stage 2 teachers keep a record of homework that is handed in on time, handed in late or not received at all. This information may be used as a basis for discussion with a parent.

Where a piece of homework is not received on the published day, children attend a lunchtime detention. This is held between 12 and 12.20 on days agreed by the Key Stage 2 staff at the start of the academic year and is supervised by Key Stage 2 teachers on a rota basis. A register is kept of children attending the homework detention and each child takes home a note to inform their parent that they attended. Children are not permitted to

complete outstanding homework at the detention; they are expected to complete it at home for the next school day.

Where children have attended homework detention three times in a term, the Head teacher contacts their parents to arrange a time to discuss homework issues.

8 COMMUNICATION WITH PARENTS

Information about homework is published in the materials given out at the start of each academic year.

Each class has a regular timetable for when homework is given out and due back and parents and children are made aware of this.

Ongoing communication about homework is carried out informally or through the homework diaries. However, if teachers have concerns about a child's homework they approach the parent for a discussion. Similarly, parents are able to make appointments to see teachers about their child's homework and it may be discussed at parents' evenings. Key Stage 2 parents also receive a note if their child has been in homework detention. Key Stage 2 teachers comment on how well a child has organised their homework in the annual report at the end of each academic year.

9 THE ROLE OF PARENTS

As part of the Home School Agreement, parents are expected to support their child with homework and show their children that they value the homework and see it as an important part of school.

This support may also be in the form of being actively involved with an activity, such as a maths game and reading activities. Alternatively, it may be providing an environment that is conducive to undertaking homework, supporting children with the organisation of their homework and helping them to become independent in this and checking completed homework.

It is pointed out to parents at the Key Stage meetings that they are not expected to do the homework for their child, and if the child finds a task very difficult it is advisable to stop after a set period of time and make a note in the homework diary for the teacher.

It is possible to make arrangements for those children who do not have access to a computer at home to use a laptop in school to complete online tasks. These sessions must be completed in the child's own time and be supervised by a parent.