

HOMWORK POLICY



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Grange Park Primary School

Homework Policy

We believe that homework is an important aspect of a child's education. It encourages children to realise that learning can take place outside the classroom as well as promoting independent learning thus encouraging the child to take greater responsibility for their personal progress. Homework encourages parents and carers to work in partnership with school.

At Grange Park Primary School, we do not want homework to dominate home and school life. Our policy is based on current government guidelines including how much time pupils might reasonably be expected to spend on homework. We believe that homework should be enjoyable and manageable for all concerned. With this in mind, our homework has two approaches; the first is around important basic skills such as number facts, reading, phonics, spellings etc; the second part is linked to our themes and has a creative and fun approach, offering a range of choices to help capture the imagination of the children. We do not specify amounts of time that must be spent on a task, preferring individual children and families to set their own routines.

Aims

Homework activities are set from when children begin their schooling in Reception right through to Year 6. To be most effective, parents, carers, staff and the children need to understand its purpose.

- It reinforces skills which have been taught in school and gives children the opportunity to practice what they have learnt;
- It encourages self-discipline as the children take responsibility for their learning;
- It promotes independent learning and can stimulate enthusiasm for learning;
- It provides teachers with the opportunity to support and extend individual children;
- It provides children with an opportunity to rehearse key skills such as reading, spellings and times tables;
- It sets standards for life and children become accustomed to working at home, preparing them for secondary school and future employment;
- It encourages children to share their learning with parents and carers.

Homework Routine

There are weekly expectations with regards to reading, learning spellings and times tables throughout the school.

Reading is key/essential to children's success and their ability to learn in all areas of the curriculum. As well as having dedicated daily curriculum time for reading it is also an essential part of our homework routine.

Spelling knowledge also supports with reading. Teachers set weekly spelling either based of specific phonetic patterns or practising specific spelling rules which build year on year.

By the end of Year 2 there is an expectation that all children know their 2, 5 and 10 multiplication tables and by the end of year 4 there is a government expectation that all children can recall any multiplication table fact (up to $12 * 12$) within 5 seconds. As a result of this, practising multiplication tables forms part of our weekly homework tasks in Key Stage 2.

As children move from EYFS into Key Stage 1 and from Key Stage 1 into Key Stage 2 there is an increase in the amount of homework set. This increases slightly year on year with the ultimate goal being preparing children for the homework expectations of secondary school.

EYFS

- Children are expected to read their shared book at home at least 3 times per week and to try and read their reading practice book daily (online) to apply and practice their phonic knowledge.

Books sent home are based on the children's reading ability - both their ability to 'decode' as well as their level of understanding of what they have read. Sometimes books are sent home to share or for enjoyment.

KS1

- Children are expected to read their shared book at home at least 3 times per week and to try and read their reading practice book daily (online) to apply and practice their phonic knowledge.

Books sent home are based on the children's reading ability - both their ability to 'decode' as well as their level of understanding of what they have read. Sometimes books are sent home to share or for enjoyment.

- Year 2 are set weekly spellings to learn. These will be reviewed in class in a number of ways including spelling tests, discussion and writing activities.

- Each term children will be given a termly homework sheet. All the tasks on the sheet are linked to the theme they are learning about that term. (see an example in appendix 1).

These tasks are purposefully designed for children and parents, carers or other family members to complete together. Where possible we try to include one activity which is similar in all year groups so that siblings can choose to complete an activity, together as a family. For example, all year groups may have an Art activity which siblings could do at the same time, needing similar equipment but they would all be drawing / colouring / painting or collaging different things.

The children are encouraged to complete three of the activities off the termly homework sheet over the term.

KS2

- In Key Stage 2, children are expected to read at home at least 3 times a week, whether that be to an adult or to themselves (depending upon their reading ability). Books sent home are based on the children's reading ability - both their ability to 'decode' as well as their level of understanding of what they have read. As an incentive to read, children who read three times a week receive a reader leader point and a merit point
- Weekly spellings to learn. These will be reviewed in class in a number of ways including spelling tests, discussion and writing activities.
- Weekly practise of multiplication tables. We encourage children to use the TT Rockstars App (Timestables rockstars) to practise their knowledge and quick recall of times table facts at least once a week. (Children will also have opportunities to use this App in school). Other methods of learning and being able to have quick recall of these facts can be used. There is particular emphasis on this during Year 4 in preparation for their Pupil Multiplication tables check in June.
- In year 5 and 6, on alternate weeks, children will receive either an English task or a Maths task to complete. This will support the learning that is taking place in class. This may be a paper-based activity or an online task.
- Each term children will be given a termly homework sheet. All the tasks on the sheet are linked to the theme they are learning about that term. (see an example in appendix 1).
These tasks are purposefully designed for children and parents, carers or other family members to complete together. Where possible we try to include one activity which is similar in all year groups so that siblings can choose to complete an activity, together as a family. For example, all year groups may have an Art activity which siblings could do at the same time, needing similar equipment but they would all be drawing / colouring / painting or collaging different things.
The children are encouraged to complete three of the activities off the termly homework sheet over the term.


Homework Expectations

Homework is set in line with guidelines set by the DfE. In an ideal world all children would have the support, the space / environment and the equipment to enable them to complete homework tasks. However, we recognise that for some children / families completing homework can be challenging and, in some cases, impossible. Whilst we set homework, we feel that no children should be punished or feel put down for not completing homework. Where possible we will provide opportunities for homework to be complete in school for those who wish to do so, but this is purely voluntary. In the same vein, the completion of homework will not be routinely incentivised.

Homework Feedback

Children receive feedback for their homework in a variety of ways. This could be through marking, progression through an App, peer discussion, a test or sharing of their work. Not all homework will receive written feedback.

Appendix 1

Year 6 Autumn Term Homework	
Date due:	
THEME: <u>Maafa</u>	
	<p>In the <u>Maafa</u> project, your child will learn about Africa today and the ancient kingdoms that thrived on the continent for thousands of years. They will learn about the origins of the transatlantic slave trade in the 15th century and Britain's involvement from the time of Elizabeth I, when John Hawkins became the first British slave trader. Your child will understand the structure of the transatlantic slave trade and the consequences of enslavement for enslaved people. They will also discover how the people of Britain benefited from the money and goods produced by the slave trade. They will learn about the causes and consequences of the abolition of slavery in the 19th century, the worldwide African <u>diaspora</u> and the European colonisation in Africa. They will explore the lives and actions of black people in 20th century Britain. They will understand how the Race Relations Act of 1965 became the first piece of British legislation to tackle racial discrimination and know that the Equality Act 2010 provides people with protection against racism and other forms of discrimination, today. Your child will also explore the lives of black people who have made significant contributions to Britain and will celebrate black culture in Britain today.</p>
Choose 3 or more tasks to complete over the term.	
<ul style="list-style-type: none">• Find out about Africa using information books and the internet. Create a non-chronological report about the continent. You might like to include details about its area, population, geography, land use, languages spoken and the names and locations of <u>particular countries</u>. Once complete, share with a family member.• View examples of art made by the skilled craftspeople in the ancient Kingdom of Benin on the British Museum's website. Focus on one artefact that interests you. Sketch and name the artefact and describe what it is made from, when it was made, who made it, who owned it and any significant features.• Create an infographic about an aspect of your <u>Maafa</u> project, such as the slave trade, middle passage, resistance and rebellion or abolition. Use your knowledge, <u>books</u> and the internet to provide facts and figures and use images from the Slavery Images website. Examples of infographics can be found online.• Create a glossary of <u>Maafa</u> project terminology. Present your glossary in alphabetical order with a definition for each word. How many new words have you learned that are connected to black history?	

- Choose and research a significant black figure from the present day from sport, music, politics, education, art, theatre, film, human rights or the local community. Create an information poster about your chosen figure using paper and art materials or computer software.
- Draw, paint or sculpt a bust of a significant figure from black history and write a short paragraph to accompany your artwork, explaining why this individual is significant. Figures might include Olaudah Equiano, Claudia Jones, Mary Seacole, William Cuffay, Lenford Kwesi Garrison, William Wilberforce, Thomas Clarkson or Elizabeth Heyrick. Invite your family to learn about your chosen significant figure.
- Read the extracts from the book *The History of Mary Prince, A West Indian Slave*, which was published in 1831. Then answer the questions.

Extract 1

The idea of writing Mary Prince's history was first suggested by herself. She wished it to be done, she said, that good people in England might hear from a slave what a slave had felt and suffered.

Extract 2

After Hetty died, all her labours fell upon me, in addition to my own. I had now to milk eleven cows every morning before sunrise, sitting among the damp weeds; to take care of the cattle as well as the children; and to do the work of the house. There was no end to my toils--no end to my blows. I lay down at night and rose up in the morning in fear and sorrow; and often wished that like poor Hetty I could escape from this cruel bondage and be at rest in the grave. But the hand of that God whom then I knew not, was stretched over me; and I was mercifully preserved for better things. It was then, however, my heavy lot to weep, weep, weep, and that for years; to pass from one misery to another, and from one cruel master to a worse. But I must go on with the thread of my story.

Who wrote this account?

What was its purpose?

Who was the intended audience?

Give examples of words and phrases that show the author's viewpoint.

What have you learned from this source?

What is the overall message of this source?