

Beaconsfield Primary School

'Shining a Light on Learning'



B - **Belief**
P - **Perseverance**
S - **Success**

Homework Policy & Expectations

July 2021

Homework Policy and Expectations

- a) Homework tasks should be set **regularly** and may also be set during school holiday periods.
- b) Individual class teachers can decide which day/s of the week homework is set and returned but this must be **communicated clearly to parents/carers** at the start of each academic year (or when a child starts school for mid-year admissions) using the proforma in **Appendix 1**.
- c) Teachers must **clearly explain** the homework tasks to children when it is given out. Children should be encouraged to complete the homework independently when possible but also to ask for support at home or at school when they are finding a task difficult. Politely remind parents/carers when appropriate that homework should be completed by the child and **not** an adult/older sibling.
- d) Within reason, homework tasks should be **differentiated** in order to meet the individual needs of the children.
- e) Teachers should set **clear expectations about presentation** of homework. Whenever possible, work should be completed in the homework book and not on loose sheets of paper. This results in better quality of work, improved presentation and gives the children space to show their working out etc.
- f) A weekly **homework register** will need to be kept for each class. This will be monitored periodically by SLT.
- g) Reading is an expected part of homework for all children. Reading should take place on a minimum of 5 nights each week.

Book-banded Reading Book

Pupils are expected to read their book-banded book for a minimum of 20 minutes. This should be recorded in the pupil reading record and signed at home by an adult. Reading records should be **collected in and checked on a regular basis** to ensure reading is taking place at home as expected. A record of this can be kept with the weekly homework register. The class teacher **MUST** ensure the child's home reading book is changed regularly and is of an appropriate level of difficulty for the child.

'Ready, Steady, Read!' Book

Pupils are expected to read (younger children can be read to) **at least one** 'Ready, Steady, Read!' text per week and record their book review on the 'Ready, Steady, Read!' book list. There are awards for when 10, 20, 30 and 40 texts have been read and reviewed. The 'Ready, Steady, Read!' book lists should be **collected in and checked on a regular basis** to ensure reading is taking place at home as expected. A record of this can be kept with the weekly homework register.

- h) Project books are used by pupils from Year 1 to Year 6 throughout the year. If a project task is set, this will include a series of research tasks to be completed over the course of a longer period (often a half term) which develop children's skills across a range of foundation subjects. For example, a project on 'The Romans' would include history objectives but could also develop children's geography skills (locating the countries in the Roman Empire) or art/DT skills (investigating Roman architecture). The project can build on children's learning in school but should also encourage some independent research. Please ensure children **DO NOT** just copy large amounts of text from websites which they do not understand as this does not further their learning. Teachers can decide whether to set all the tasks involved in the project at the beginning of the half term and then monitor the books at regular intervals such as every 1-3 weeks or to give out one task each week.

- i) Teachers should try to some homework tasks for pupils to complete online (e. g. Bedrock, First News, Busythings and my.uso) however, they must ensure that pupils who are unable to access the online materials are provided with equivalent tasks that can be completed offline.
- j) Homework (including project books) **must be marked regularly and feedback given** to the children about 'next steps' in their learning. Teaching assistants can support teachers in marking homework but should give timely feedback about any issues that have arisen. For many homework tasks, peer marking (in purple pen) may be appropriate as the work is reviewed/discussed in class however the class teacher should monitor this closely to ensure work is marked accurately and appropriate feedback is given to address misconceptions. In relation to any homework that is completed online, teachers must access the relevant usage reports (such as for Bedrock) to monitor pupils' access and aim give feedback where it is feasible (e. g. on the school blog).

Suggested time allocations for homework each week:

Reception:	30 minutes
Year 1:	30 - 40 minutes
Year 2:	45 - 60 minutes
Year 3:	60 - 75 minutes
Year 4:	75 - 90 minutes
Year 5:	75 - 90 minutes
Year 6:	90 - 120 minutes

Weekly homework expectations in EYFS

1. **Reading Homework:**

Pupils in Reception will start bringing 'decodable' books home to read as soon as they have learnt to identify some letter sounds. Pupils should read these books daily to an adult as this will support children to develop their phonic knowledge and enhance their language comprehension. Parent workshops will give guidance to parents on the importance of pointing to the word being read and discussing the story and the characters in order to help with the child's understanding of language. Please refer to section 'g' above.

Pupils in both Nursery and Reception will also bring home a 'Ready, Steady, Read!' text to be enjoyed as a family. Pupils will be unable to decode the words in these books, but it is important for an adult to read the story and then encourage the child to talk about the pictures, make predictions and talk about the characters and what is happening. Please refer to section 'g' above for more information.

- ##### 2. **Maths Homework (Reception Pupils):** A weekly activity which links to what the children are learning or will be learning in the classroom. This should take 10 - 15 minutes, i.e. recognising numerals, a counting activity, a shape hunt or a shopping trip using money.

- 3. Phonics Homework (Reception Pupils):** A weekly activity to consolidate what the children have been learning in Phonics. Children will take home phonics games (reading and spelling words and sentences), handwriting activities which are linked closely to the sounds being learnt in class. Parents will be encouraged to support their children in completing their tasks and encouraging their child to look out for the words in reading books and the local environment.
- 4. Knowledge Webs:** Pupils in both Nursery and Reception will bring home a Knowledge Web at the beginning of each half term. These Knowledge Webs provide suggested activities that parents can complete with their child that relate to the topic being studied and the EYFS framework.

Weekly homework expectations in KS1 and KS2

- 1. Spellings (Linking to our Phonics Programme and National Curriculum Word Lists for each year group):** It is important that children are explicitly taught the spelling rules covered in each weekly homework sheet and that they understand the meaning of the words they are learning. Children should be tested on these words each week and gaps in their learning should be addressed.
- 2. Times Tables (in accordance with the Times Tables policy):** This will include learning times tables in order (bronze level), in any order (silver level) and learning the associated division facts (gold level). Children should be tested on their times table knowledge regularly.
- 3. Reading Homework:** Reading should take place on a minimum of 5 nights each week. Pupils are expected to read for a minimum of 20 minutes. This should be recorded in the pupil reading record and signed at home by an adult. Pupils will also take home texts from the 'Ready, Steady, Read!' challenge. Once a text has been read, pupils must write a book review for it on the 'Ready, Steady, Read!' Book List.
- 4. Writing Homework (including grammar and punctuation):** This will consolidate and extend the learning in connection with the work carried out in class.
- 5. Maths Homework:** This will consolidate and extend the learning in connection with the work carried out in class.
- 6. Project Homework (when set):** The project will include a series of research tasks to be completed over the course of the half term which develop children's skills across a range of foundation subjects.

Weekly homework expectations in the ARP classes

As a school, we maintain high expectations for all children within the Additionally Resourced Provision therefore wherever possible and appropriate, children within the ARP will complete homework in line with age related expectations for mainstream classes as set out in this policy. Homework tasks will be adapted when necessary in order to meet the needs of the child.

Homework may be given by ARP teachers and/or mainstream teachers of the classes in which integration is taking place. In addition to homework, parents and carers may be asked to carry out tasks at home which have been identified by school staff or outside agencies as beneficial in helping the child to meet particular targets.

For ARP children and children working in mainstream with Education Health Care Plans

For some children, speech and language and occupational therapy programmes will include recommendations for parents to carry out at home and should be followed as part of the child's homework.
For any child that is working below age-related-expectations, the ARP teacher should ensure appropriate tasks are suggested and, where necessary, guidance and support should be offered.
Parents can request additional support through the SENCo (Tanya Lefort) and/or therapists.

Procedures when homework is not completed:

- 1st occasion - Verbal warning from class teacher (missed work should be completed)
- 2nd occasion - Send home standard letter (see Appendix 2) stating dates (from register) that homework was not returned.
- 3rd occasion - 2nd letter to parents including a warning (see Appendix 3) about meeting in school if home work is missed again.
- 4th occasion - Meeting with Deputy Head Teacher or Assistant Head Teacher
- 5th occasion - Meeting with Head Teacher

Meetings can only take place once these steps have been followed and where an up to date class register has been kept.