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Aims of the policy

- To provide a clear definition of the purpose and nature of homework at Hawthorn Tree Primary School.
- To identify our shared view of good practice in response to the needs of the school and the survey on parents' views of homework in November 2016.
- To establish how homework will be organised and how we ensure progression across the school.
- To identify responsibilities of: the Senior Leadership Team in ensuring homework is set in line with our policy, the teachers to set homework in line with policy, Parents to ensure homework is completed to a good standard and returned on time, the children to complete their homework at home with the guidance of their parents.
- To ensure that the policy clearly outlines how homework contributes to the learning that takes place in school.

Definition of homework

At Hawthorn Tree Primary School homework is a piece of written work, research or learning that is completed outside of curriculum time in school. It can be independent or supported. Its aim is to reinforce skills taught in school, share skills learnt in school with parents or extend and enrich learning.

Purpose of homework

One of the purposes of homework at Hawthorn Tree Primary School is to provide opportunities for parents to be involved with their child's learning. It enables children to practise, consolidate and apply skills and aims to broaden the content of learning as well as provide enrichment and extension. Finally, it aims to enable children to take some responsibility for their own learning, to become more independent learners and to develop perseverance and stamina.

Good practice

- The senior leadership team, the staff, the parents and governors are involved in developing the policy. It is a process which takes place over time and results in the completion of a written guidance document.
- The policy is co-ordinated by a senior member of staff.
- A variety of approaches are used to ensure that parents and children are aware of homework expectations and organisation. For example, curriculum letters at the beginning of each term and information on the school website.
- Homework allocations are made clear.
- Homework is set in a structured way to help children develop regular study patterns with guidance from parents when need.
- There is regular feedback and praise for completed work and a system in place for responding to children who fail to complete their homework.
- The reason why homework has not been completed is investigated before action is taken.
- In planning homework, teachers set clear learning intentions and tasks are appropriate to the level of the child.
- There is a clear system for monitoring how policy requirements are being fulfilled.
- The policy is reviewed regularly with the school improvement plan.

Range of learning

A variety of tasks are used to meet planned learning objectives. These include:

- Speaking and listening activities
- Reading
- Spelling, word investigations, dictionary work and learning spellings.
- Reading comprehension
- Independent research
- Practical maths

- Written maths
- Writing
- Collecting items linked to a theme
- Skills practice across a range of areas.
- Educational games
- Poetry – learning off by heart.

Organisation of homework

Year group	Learning	Time allocated per day
R	Homework is sent weekly on the following: reading, writing, maths and understanding of the world. The homework is sent through Tapestry (an internet-based form of communication where the reception staff communicate learning and assessments to parents.) Children are sent a pack in September at the beginning of the year with tricky words to read and spell, daily reading activities, ordering items and sound recognition. Parents are encouraged to work through the activities. Phonics, observations and maths lessons are placed on Tapestry so parents can follow through sessions with the children at home. On the reception noticeboard, parents are informed of words they can build sentences with.	15mins each day
Y1	Reading with a parent daily, Mon to Fri (weekend optional). Parents need to sign and comment in the reading log once they have read with the children. To learn spellings daily Mon to Fri (weekend optional) Maths work is to count in 2s, 5s and 10s.	20 mins each day
Y2	Reading with a parent daily, Mon to Fri (weekend optional) Parents need to sign and comment in the reading log once they have read with the children. To learn spellings daily Mon to Fri (weekend optional) Maths work is to learn X2, X3, X5 and 10. Children have access to Times Tables Rock Star. There are 10 games each week for the children to play. (These last approximately 1 min each.)	20 mins each day
Y3	Reading with a parent daily, Mon to Fri (weekend optional) Parents need to sign and comment in the reading log once they have read with the children. To learn spellings daily and to select 5 words and write the definition of these words in order to understand their meaning. Mon to Fri (weekend optional) One piece of maths work a week, this may be learning multiplication tables, number bonds, maths written calculation or problem solving. The homework is linked to the work the children are learning in class. Children are to play on Times tables Rock Star. There are 10 games each week for the children to play. (These last approximately 1 min each.) Homework menu will commence in term 5. (This is a selection of learning linked to curriculum areas the children are studying during this term). Each term the children will be asked to select three items from this menu.	30 - 45 mins each day Homework menu, one item per week to be completed. This will commence in term 5 and 6.
Y4	Reading with a parent at least three a week, encouraging children to read books at length and discuss the children's understanding of the book. Parents need to sign and comment in the reading log once they have read with the children. To learn spellings daily and to select 5 words and write the definition of these words in order to understand their meaning. Mon to Fri (weekend optional) One piece of maths work a week, this may be learning multiplication tables, number bonds, maths written calculation or problem solving. The homework is linked to the work the children are learning in class. Children are to play on Times tables Rock Star. There are 10 games each week for the children to play, these last approximately 1 min each. Homework menu (This is a selection of learning linked to curriculum areas the	30 - 45 mins each day

	children are studying during this term.) Each term the children will be asked to select three items from this menu.	
Y5	Reading with a parent at least three a week, encouraging children to read books at length and discuss their understanding of the book. Parents need to sign and comment in the reading log once they have read with the children. To learn spellings daily and to select 5 words and write the definition of these words in order to understand their meaning. Mon to Fri (weekend optional) One piece of maths work a week, this may be learning multiplication tables, number bonds, maths written calculation or problem solving. The homework is linked to the work the children are learning in class. Children are to play on Times tables Rock Star. There are 10 games each week for the children to play, these last approximately 1 min each. Homework menu (This is a selection of learning linked to curriculum areas the children are studying during this term.) Each term the children will be asked to select three items from this menu.	30 - 45 mins each day
Y6	Reading with a parent at least three a week, encouraging children to read books at length and discuss their understanding of the book. Parents need to sign and comment in the reading log once they have read with the children. To learn spellings daily and to select 5 words and write the definition of these words in order to understand their meaning. Mon to Fri (weekend optional) Homework menu (This is a selection of learning linked to curriculum areas the children are studying during this term.) Each term the children will be asked to select three items from this menu. In year 6 children will not have homework menus set until their exams are completed in May. Instead children will receive: Reading comprehension activities from CGP. This is completed once a week. Maths number and problem solving from CGP. This is completed once a week. Children are to play on Times tables Rock Star. There are 10 games each week for the children to play, these last approximately 1 min each. Grammar and punctuation activities from CGP. This is completed once a week. Alternative Tasks where needed an alternative task may be set such as poetry learning or science focused work.	1 hr each day

Roles and responsibilities

Class teachers

Class teachers will plan purposeful activities with clear learning intentions, which are linked to the curriculum content. They will respond to children's efforts, providing encouragement and rewards and will investigate the reasons for homework not being completed before responding with sanctions.

Parents

Parents have an important role in supporting children's efforts. They need to be aware of what homework is set and provide both encouragement and support where needed. Also it is important that children are provided with an environment that enables the child to complete their homework successfully.

Children

Children are responsible for completing tasks as requested (with increasing independence as they move through the school) and to take responsibility for organising any information or equipment they require.

Responding to children and ensuring that homework is completed.

In reception, children are encouraged to do their homework through praise.

In years 1 and 2 children are encouraged to do their homework, good examples are shared with the class. Records are kept of completed work. Children are given timescales to complete work. Any problems arising where work is not completed are discussed with parents.

In years 3 and 4 children are encouraged to do their homework, good examples are shared with the class. Records are kept of completed work. Children are given timescales to complete work. Any problems arising where work is

not completed are discussed with parents. Those who fail to complete work on a frequent basis are asked to complete the work in their own time. This may be during break time.

In years 5 and 6 children are encouraged to do their homework, good examples are shared with the class. Records are kept of completed work. Children are given timescales to complete work. Any problems arising where work is not completed are discussed with parents. Those who fail to complete work on a frequent basis are asked to complete the work in their own time. This may be during break time. Parent will be contacted and asked to encourage their child to abide by the policy. Y6 have a chart that records their performance and attitudes to learning and behaviour in school, this is monitored and affects their ability to go on the final residential trip. Over the years there has only been one child not allowed to go on the trip, encouragement and praise for abiding by the policy is foremost and also working with parents to support their children with homework.

Special arrangements

Class teachers will ensure that the tasks they set are appropriate to meet the needs of the children, including those with special educational needs as well as those requiring further challenge.

Monitoring and evaluation

In order to ensure that the policy directly contributes to the quality of teaching and learning, the provision of homework will be regularly monitored. A sample of homework will be monitored, at least twice a year by the deputy head teacher annually as part of the school's evaluation process. Parents will be given opportunities at parents' evenings and through questionnaires at the end of the year to address concerns.