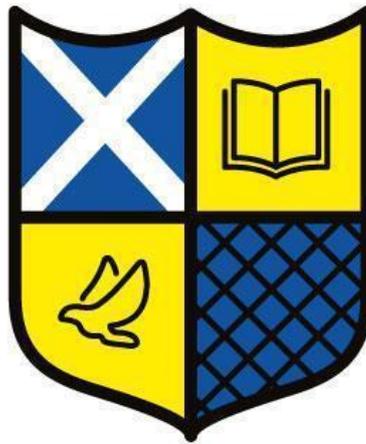


St. Andrew's CE Primary School

Homework Policy



Approved by:	Teaching & Learning Committee
Last reviewed on:	September 2024
Next review due by:	September 2027

We believe that homework can fulfil the following purposes for children of a primary school age. It provides opportunities for parents and children to work together and helps foster an effective partnership between home and school. It provides an opportunity to reflect, consolidate and practise work done in class, and it helps the children become more independent in their learning

We recognise that all children need leisure time and believe that our policy reflects a balance between home life and school life.

In setting homework, teachers will:

- integrate homework into their planning and link the homework to the learning in class
- set interesting and engaging tasks where possible
- set tasks of a varying nature and purpose set homework that each child can access
- be mindful to provide clear instructions of when, what and how the work is to be done so that each child clearly understands
- seek to make opportunities as inclusive as possible.

Children are asked to: complete their homework to the best of their ability.

A breakdown of how homework is structured is provided below. This has been designed to encourage a gradual progression of skills and expectation so, by the time children reach Year 6, they have established a clear routine in preparation for secondary school.

Most of the homework is provided for completion over the course of a week or term so it can be made to fit around family lifestyles and commitments. We do strongly emphasise the high priority given to regular reading, both with an adult and independently as the child gets older.

Each year group will receive a homework grid which provides a choice of varied, creative activities. The expectation is for children to complete **at least one of these activities per half term**. Finished pieces can be brought into school to show in class, or may be submitted on Google Classroom.

In addition to these creative tasks, weekly tasks will also be set.

EYFS (Reception) and KS1 (Yr1-2)

The children will receive weekly reading (which will come home via book bags), as well as online reading books through Rocket Phonics. The children will also bring home the sounds and common exception words taught in phonics that week.

As part of the Mastering Number Parent Project, children will bring home weekly activities to support their knowledge of number towards the end of the Autumn Term. **We expect all children to read at home every day.**

KS2 (Yr3-6)

There will be weekly tasks set both in maths and spelling based on the learning in class. Maths tasks will support numerical fluency, such as times tables, or a recap of content taught in class.

Spelling tasks will both build on patterns taught in the previous week's lesson, as well as covering other words to support wider learning. These will include the words featured in the

statutory spelling word lists. The following week's spelling lesson will always start with a recap of the spellings set in the previous week's homework. **We expect all children to read at home every day.**

Tasks will not be set in the first or final week of a school term.

Below is an example of a homework grid:

Year 4 Homework AUTUMN

READING
Reading underpins all aspects of the curriculum, and it is therefore essential that children are reading on a daily basis. We would recommend aiming for ten minutes daily and encourage children to read aloud at home.

Spelling
We are also encouraging the children to take up the Reading Passport challenge. They can record their progress in their Reading Passport diaries, and they will have a chance to borrow featured books from our school library.

SPELLING/ VOCABULARY
Throughout the term we will be sending home different tasks relating to vocabulary and spelling, designed to build on and support our work in class. In particular, we will be focussing on using the spelling strategies that promote increased accuracy when writing in class. Additionally, you can find the Year 3/4 spelling list on our website to work through with your child.

MATHS
A weekly maths task will be given to consolidate learning in class or to practise their times tables. Regular practice of times tables 12x12 is key to becoming fluent. Make sure they are learning out of order, so that they are fully embedded.
Use these websites to practise times tables:
<https://www.timestables.co.uk/multiplication-tables-check/>
<https://trockstars.com/home> (Each child will be re-issued with a log in for Times Tables Rock Stars this term).



Our current topic is called, 'Raiders and Invaders'.

In addition to the regular homework tasks, your child should choose one of the following to complete over the course of this half term. (They may wish to complete more of course, however this is optional.)

Raiders and Invaders



- Select a famous figure from the Anglo-Saxon or Viking era. Draw, paint or collage a picture of them. They may be a king, soldier, god or someone else.
- Design a Viking board game. How many players can play? What is the purpose of the game? How do you win? Test it out with your family.
- Write a food diary for a day, imagining you're a member of an Anglo-Saxon household. Could you create and eat a typical Anglo-Saxon meal after completing some research?
- Design a poster (or create and film an advert) advertising an Anglo-Saxon or Viking artefact, encouraging people to buy one (e.g. a shield).
- Imagine you are a Viking invader. Write a letter back home to tell your family what you have been doing.
- Create a fact sheet about the Anglo-Saxons and/or the Vikings. Could you include a timeline of key events?
- Create a model of a Viking longboat that can float!
- Write your own Viking saga.

Work can be submitted straight into Google Classroom or it can be completed and brought into school. Either way, the children will have a chance to share their work with the class and to have their efforts celebrated by us.

