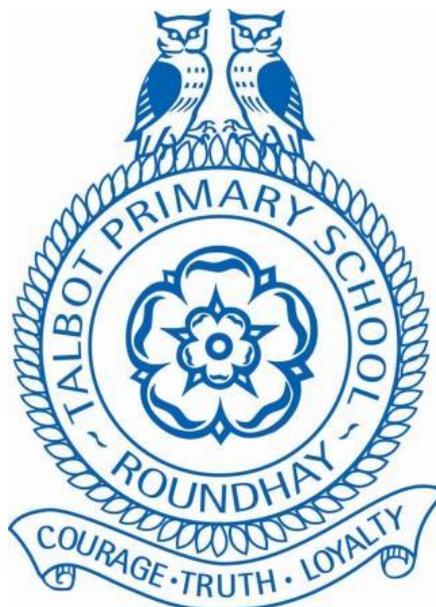


Talbot Primary School



Homework Policy

Reviewed/Revised: April 2024

Next review: April 2027

Office use:

Statutory	-
Web	✓
Staff Notices	-

Talbot Primary School

Homework Policy

Introduction:

Homework is anything children do outside the normal school day that contributes to their learning, in response to guidance from the school. Homework encompasses a wide variety of activities that are instigated to support the children's learning and learning habits

Rationale for homework:

Homework is an important part of a child's education, and can add much to their development. One of our teaching aims at Talbot Primary School is for children to develop independence, and we believe that doing homework is an important way in which children can acquire the skill of independent learning.

Homework plays a positive role in raising a child's level of attainment; however, we also acknowledge the importance of play and free time in a child's development. Therefore, homework should not prevent children from taking part in a full range of out-of-school activities that also enrich their lives. We also see homework as an important example of cooperation between teachers and parents/carers.

Aims and objectives:

The aims and objectives of homework are to:

- allow children to consolidate key skills that underpin other areas of learning;
- consolidate and reinforce new aspects of learning taught in school;
- help children develop the skills of an independent learner;
- enable children to make maximum progress in their academic and social development;
- promote cooperation between home and school in supporting each child's learning;
- enable some aspects of the curriculum to be explored more broadly or deeply;
- provide educational experiences not possible in school;
- help children develop good work habits for the future.

Types of homework:

Teachers regard homework as an integral part of the curriculum; therefore, it is planned and prepared alongside all other programmes of learning.

In Reception, we send home a 'Wanderlust' nature project for the children to complete over the year. This is sent home in the Summer term before the children start school to support good transition and to set an expectation for parent involvement from the onset. The task is open ended to remain as inclusive as possible; with the project being presented in any form.

We ask that parents listen to their children read as often as possible (three reads are advised). A first read to 'walk through' the book pictures and any new words or phonemes and to decode the words (segmenting and blending). A second read to support fluency when reading the text and a third read to develop an understanding of the book through comprehension questions. We also encourage parents to share other books at a story time/bedtime. This is because sharing books helps concentration, listening skills and language development; whilst promoting a love of reading. Our key texts for the term are shared with parents to support this.

Periodically, children are sent home groups of phonemes and words to support phonic skills in reading and writing. Regular practise at home will support the learning at school. Occasionally, children in Reception will also receive additional home challenges via Tapestry (online learning journal), these are

often related to Maths. Parents are encouraged to use Tapestry to keep up to date with their child's learning and to contribute from home. Parent contribution supports the holistic and interest led learning of the children in Early Years.

In Key Stage One, we ask parents to support their child with home learning. The expectation includes children reading daily for about fifteen minutes – either as physical books or Little Wandle online books. It is important to remember that this can include sharing books and/or you reading to your child. Children will also receive weekly spellings, which are based on the phonics patterns they are learning. In Year One, there are periodic, additional challenges, that extend their learning, which can include the use of DB Primary and Purple Mash. In Year Two, children are encouraged to take their learning further at home, including learning age-appropriate times tables, research and reading on specific topics. Children in Year Two receive 'Learning Log' homework each half term from October onwards; these tasks are aligned to the Connected Curriculum topics they are studying. Learning logs contain a variety of activities, which the children can choose from, giving them a say in their learning journey. Many activities extend core subject skills (i.e., reading, writing and maths) where as others are based on foundation subjects. These often include practical learning elements, e.g. talking, researching and making. We ask the children to complete at least three activities from each learning log, but encourage children to do more as an option.

In Key Stage Two, we ask parents to encourage their child to read independently for twenty-minutes at least three times per week. This should be recorded in the children's reading records/homework diaries. We also remind parents and carers that there is value in continuing to listen to their child read or indeed to read to them. Audio books are also a very good way of enjoying a story and have many benefits.

Most children receive weekly spellings to learn, based on specific patterns, to reinforce daily practice in school. Ideally, spellings should be practised for a few minutes, on four different days, to support retention. For some children, who struggle with their spelling, the IDL online spelling programme is may be more appropriate. This is offered instead of regular spellings, and should also be done four times per week. Additionally, in Year 5 and 6 for those children who still need to consolidate their handwriting skills, or Spelling, Grammar and Punctuation, additional short homework tasks will be sent home on a weekly basis.

All children are also expected to complete a short piece of maths homework each week, which either reinforces the area of maths being taught in school, or recaps a key skill. Tasks typically takes 15-minutes. Additionally, in Year 3 and 4, children are expected to spend five-minutes, four times per week, rehearsing their times tables; this is often done through Times Table Rockstars. Children are expected to know their times tables up to and including their 12x table by the start of Year 5.

Children receive 'Learning Log' homework each half term, covering tasks aligned to our Connected Curriculum. Learning logs contain a variety of activities, which the children can select from, thereby supporting engagement in learning. Some activities extend core subject skills, i.e. they are based on reading, writing, maths and science; whereas others are based on the foundation subjects, e.g. art and design, design technology or computing, and might be more practical. We ask the children to complete at least three learning log activities each half-term, but encourage children to do more as an option. This flexibility is designed to support parents and carers to ensure their child receives sufficient (but not overwhelming) levels of homework. In Year Six, 'Learning Log' homework is replaced with SATs revision from the Spring term, in order to prepare children for statutory testing in the Summer term.

Marking and feedback on homework:

Homework completed well is praised, and all homework is always acknowledged and either marked or discussed in class to support learning. Where misunderstandings arise in homework, the teacher will follow this up in lesson time or individually. Pieces of research, typically Learning Logs, might be shared in a lesson for the benefit of the whole class. Where online homework is set, the children are provided instant feedback from the programme in question; additionally, teachers monitor the data generated to identify and address specific gaps in learning on a class or individual level.

Inclusion and homework:

We set homework for all children as a normal part of school life. We also recognise that children have individual learning styles, and some tasks can be completed in a number of different ways, while others demand a particular approach. We try to ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set, so that all children can contribute in a positive way. When setting homework to pupils who are named on the register of special needs, we refer to those pupils' plans and homework tasks prioritised accordingly. We value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings.

The role of parents and carers:

Parents and carers have a vital role to play in their child's education, and homework is an important part of this. We ask parents and carers to ensure their children have an appropriate work space to do their homework and to take an interest in it. They should also endeavour to ensure their child completes any homework on time and to an appropriately high standard.

We invite parents and carers to help their children with homework, where and how they feel is necessary or beneficial, as discussing the work together will typically deepen the learning experience. Lastly, we ask parents and carers to sign their child's reading record to show that they have heard or seen their child read and discussed their books with them. If parents and carers have any questions about homework, they should contact the child's class teacher, in the first instance.

Use of IT:

There are many websites containing educational material, which can have a powerful effect on children's learning; however, unsupervised access carries some level of risk; therefore, we advise parents and carers to supervise their child's access to the internet. A copy of the school's Online Safety Policy is available on the school website or from the school office too.

The use of IT and the internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, teachers expect children to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. This is because they do not achieve anything worthwhile by copying, pasting and printing out something that has been written by somebody else. Pupils are not permitted to bring disks or memory sticks into school, because of the risk of viruses. However, they can upload their work onto Tapestry or DB Primary, if it is to be shared in class.

Monitoring and review:

The homework policy will be reviewed internally by the Senior Leadership Team as part of school-based monitoring and evaluation on a yearly basis. The governing board will formally review the policy every three years.