



BROOKFIELD PRIMARY SCHOOL

Homework Policy Statement

INTRODUCTION

Homework can take many varied forms that enhance work done within the school. It can be both oral, written or posted online. i.e. DB Primary. The child's day is already long and demanding and any homework will acknowledge this.

AIMS

Homework should positively promote learning and have the following common features:

- relate to teachers' planned learning outcomes
- take place outside classroom teaching time
- be primarily the responsibility of the learner

PURPOSE

What is home work for?

- allowing practise and consolidation of work done in class in line with the child's individual learning needs
- developing skills using a variety of learning resources
- providing opportunities for individualised work
- training for pupils in planning, organisation of time, and self- discipline
- encouraging ownership and responsibility for learning

The success of homework relies on the partnership of parent, teacher and child.

ADVICE TO PARENTS

- Provide a reasonably peaceful, suitable place for doing homework
- Make it clear to children that you value homework and support the school in explaining how it can help them make progress
- Expect deadlines to be met and check that they are
- Give praise for the completion
- Homework can be done in small manageable chunks
- Please make any written comments relating to how your child has tackled the homework where appropriate

ORGANISATION

Homework at Key Stage 1

Here are details of the homework for all children in Key Stage One. It is estimated that homework should take approximately one hour (in line with government guidelines), which is spread throughout the week.

As part of their homework, all children will bring an age appropriate quality text (fiction or non-fiction book) home every night. This is for you to read and enjoy with your child. If you can share these books with your child as often as possible it will help your child's attainment and progress in reading. On a Friday they will bring home a Monster phonics book that they will have practised reading at school. This book is for them to read to you. Please make any relevant comments in your child's home/school reading record book about how your child has read and understood the book they have shared with you. Please make sure that this book is returned to school every Monday. Do refer to your child's class pages on our website for support when talking and asking your child questions about what they have read.

Foundation Stage - Initially, children will bring home, a wordless picture book to share and discuss with an adult at home. Children will also bring home a sound ring containing the phonemes being taught that week and a word ring containing the high frequency/common exception words also covered that week in school. The next set of phonemes and words will be added to the rings each week to enable children to practise the new and consolidate the previous ones. Once children are able to blend phonemes together and can read 90% of a Monster Phonics book, they will be given a phonetically decodable book to read at home over the weekend.

Year One - children will also have words to learn to spell every week. These are tested weekly and assessed through children's writing informally in groups on an on-going basis.

Year Two - children will also bring home a number of words every week to learn to spell. They will have access to the words every Friday and will be tested on these words in school on Wednesday. Maths homework based upon learning times tables. In Year 2 we initially focus on the 2, 5 and 10 times tables and homework will reflect this focus. Once again, homework will come home on a Friday and is due in the following Wednesday.

Homework at Key Stage 2

Here are details of the homework for all children in Key Stage Two. Dependent on the homework set and the age of the pupil, it is expected that the total time for all elements over the course of the week will be between one and two and a half hours (in line with government guidelines). As part of their homework children will bring their reading books home every night.

Reading - If you can share the books regularly through reading and/or discussion about the plot/characters and setting, it will help your child's progress in reading and comprehension skills. Do refer to your child's class pages on our website for support when talking and asking your child questions about what they have read. Please make any relevant comments in your child's home/school reading record book about how your child has read and understood the book they have shared with you. The expectation is that children will read at home three times a week as a minimum.

Maths - children will also have a maths-based task to do. This will also reinforce the work we are teaching in the classroom. For children in Year 3 and 4 the Maths homework will be focussed times table practice. This may continue into Year 5 until the children are confident and fluent with all times table knowledge.

Spellings - will be set weekly. It is most beneficial if these are reinforced regularly both verbally as well as being written down in their homework and handwriting book. Each week the children will receive a list of words to learn, practise and investigate. These words will be tested on a weekly basis. A range of activities will be provided in their homework books, see Appendix 1 for more details. These words should also be written using a cursive style in their handwriting books. Spelling are identified from the National curriculum list of appropriate spelling patterns for your child's year group, also from any common gaps emerging from independent writing.

In addition, once a term, an activity/research/creative task will be set linked to another area of the curriculum which will be based on the topic. This homework will be an extended independent research project that will take place over a few weeks. There will be an opportunity for the children to present and celebrate this work with their class.

Timings - Homework for all KS2 will be sent home on a Friday and is due in on the following Wednesday. We are very aware that many children attend after school clubs. We therefore felt that time over a weekend and at the beginning of the week would ensure that everyone could complete their homework successfully. We expect homework to be completed in their homework book using pencil or blue ink pen to record ideas.

MARKING

Where at all possible, homework will be marked before the child's next piece is sent home. Marking is positive, constructive and against the intended learning outcome. Rewards through: house points, stickers and certificates are given to children who have completed the task against their individual expected standard. Misconceptions are addressed directly with the child or through 'next steps' in planning and teaching.

APPENDIX 1

Each week the children will receive a list of words to learn, practise and investigate. The homework will consist of a range of activities designed to help the children embed their learning. Not every activity will be set for the children each week and some children will receive an adapted version that is appropriate for them. The children will complete the tasks in their English homework book and Handwriting homework book.

Learn it:

This week our spelling rule is...

Try to learn it by using LOOK COVER WRITE CHECK

The first task will be learning the words. The children will be given between 6-10 spellings each week. The children will have received these spellings in class during the week and will already be familiar with the words. For this activity, we would like to encourage the children to try and learn the words by using the LOOK, COVER, WRITE, CHECK approach.

Write it: Use your neatest handwriting to write your spellings

Handwriting practice lines consisting of a solid red top line, a dashed blue middle line, and a solid red bottom line.

To help promote consistent handwriting, this activity requires children to write the spellings in to the Handwriting Homework book provided for them. Teachers will specify how many times they would like the words to be practised (e.g 1x line of each. 3x each word)

Define it: explain what the word means

This activity requires children to explain the meaning of the word. They could explain it in their own words or use a dictionary to find a definition.

Practise it:

Odd one out

Read each word aloud. Circle the odd one out in each box.

nought	dough	brought
sought	through	enough
rough	although	rough

Crack the code

1 = a	2 = b	3 = c	4 = d	5 = e	6 = f	7 = g	8 = h	9 = i	10 = j	11 = k	12 = l	13 = m
14 = n	15 = o	16 = p	17 = q	18 = r	19 = s	20 = t	21 = u	22 = v	23 = w	24 = x	25 = y	26 = z

18 15 21 7 8

5 14 15 21 7 8

In the practise section, the children will have varying activities that will encourage a depth of understanding of the spellings and their meanings. This section might include activities such as wordsearches, anagrams, cross words, code breakers, sorting activities, gap fills etc.

Correct it:

Are these spellings correct or incorrect?

If they are incorrect, write the correct spelling next to it.

This activity gives children the chance to correct misspellings to help improve their own editing skills.

Apply it:

Write your spellings in to sentences.

This week we would like you to...

By writing the spellings in to sentences, the children can demonstrate their understanding of the words. Sometimes this task may also require them to apply the skills they have been working on in English sessions.

Investigate it:

Can you think of any other words which fit the rule?

Create a word bank of examples.

This section is more open-ended and challenges the children to think of as many other examples as they can that would fit the rule or spelling pattern they are learning.