



HORBURY BRIDGE CE J&I ACADEMY

HOMWORK POLICY

Value Statement

At Horbury Bridge CE J&I Academy a growth mind-set underpins all learning in school where children strive to reach their full potential. Homework is an integral part in adding to a child's development through consolidating and reinforcing learning done in school. This plays a positive role in raising a child's level of attainment. We also acknowledge and encourage the important role of playing and free time in a child's growth and development where children can take part in the activities of various out-of-school clubs and of other organisations that enhance the lives of our pupils.

Objectives and targets

At Horbury Bridge CE J&I Academy aim to work with you as parents to ensure the best possible education for their child. The purpose of homework at Horbury Bridge is to give children time to practise skills taught in lessons and to rehearse key skills including reading, spelling and times tables. Homework changes as children progress through school. Short activities of different kinds including simple games, learning spellings, number facts and reading with an adult are key opportunities for children to practise their learning.

The aims of the school's homework policy are to:

- Provide homework opportunities which consolidate learning already taught in class.
- Develop a consistent approach throughout the school to homework activities.
- Achieve progression towards independence and a pupil's responsibility for their own learning.
- Make sure the needs of individual pupils are taken into account.
- Extend and support the learning experience through reinforcement and revision, particularly in literacy and numeracy.
- Give opportunities for parents, pupils and the school to work in partnership.
- Encourage pupils to develop the confidence and self-discipline for study on their own as they mature.

Reading

One of the most vital activities is reading. In the EYFS and in key stage 1, the main homework activity will be regular daily reading with parents and carers sharing books together. Throughout their time in school, children will be supported in their reading by the use of phonics. The very youngest children are given good quality literature to share with parents, which then moves on to flash cards together with a first picture book to take home to share. These books link to our Oxford Reading tree book scheme. Reading at home compliments work done in school: Big Reading, shared reading, reading to themselves, listening to an adult read or, if they are fluent readers, reading on their own in the presence of an adult for a period of time. Books should be talked about, new words discussed and pictures and characters enjoyed together.

Reading practice and listening to others read continues to be essential throughout the primary years. Younger children may be doing this while reading a school reading book or a storybook from home; older children may be reading a reference book for a science or history project.

Spellings, punctuation and other literacy tasks

Children will be given spellings on a weekly basis from year 1 onwards. In the early years, the children are given a variety of words to learn including high frequency words (I, am, when, there, the, said, etc). The spellings taught will have patterns that children will have been learning in school which they will be tested on. By the time children enter key stage 2, the high frequency words should be known both for reading and spelling.

There are a number of different spelling groups in each class, depending on the spelling patterns the children have been learning. Some words may be common to more than one group. Other appropriate tasks for year 3 onwards include the use of correct punctuation, book reviews and word exercises which link to spelling, punctuation and grammar.

Numeracy

Children in years 1 and 2 may be given numeracy tasks, as appropriate, to support or extend classroom work. Children in year 1 may be asked to learn all the sets of numbers that add up to 10, or year 2 children learn their 2x or 5x tables etc to support work already introduced in class. Older children may be given more formal, often written, tasks in addition to learning or revising their tables. By years 5 and 6 there will be more challenging tasks, including problem solving or individual homework based on the areas of learning which require consolidation.

Topic related work

Throughout the school children will be asked to carry out work related to their topic. This will be done prior to the topic as an opportunity for children to learn key facts and raise questions within class. This will involve a variety of tasks. Young children are given a menu of choices for their homework. This may include going on a hunt for the Gruffalo, talk homework, writing about your holiday designing a poster and much more.

Older children, particularly those in years 5 and 6, will gradually be given more demanding work. This may include pupils:

- Reading in preparation for lessons.
- Research using a variety of medium
- Preparing presentations including planning pupil led lessons.

- Drafting and redrafting written work.
- Mathematical problems

Resources

Children require a book bag to keep their reading book clean and to carry their diary to and from school. The diary is to be used by parents and teachers to record comments about the reading progress.

For other forms of homework such as spelling or topic work, pupils are given a separate homework book, which is kept in their book bag. Homework will be distributed in every class on a Friday, due to be returned the following Thursday. We encourage any children who find elements of their homework difficult, to speak to staff throughout the week to address any misconceptions. Parents should check the school diary to see what work is required.

The school recognises that at times children find it hard to complete the homework in a given time. For this reason a homework club is held on a Friday lunchtime to enable them to complete it under the support of school staff.

How the school can help to support parents

There will be many parents who want to help their children but are unsure whether they are using the right method, or the one that is used in the classroom. Curriculum evenings are arranged throughout the year to support parents in both literacy and numeracy methods.

Feedback for pupils from parents or carers and teachers

It is important that feedback is given to pupils as quickly as possible. This is given in a number of ways:

- Immediately by parents or carers.
- By discussion in class where homework is a part of the class work.
- Through tests such as tables or spellings.
- Through individual comment from the teacher on written assignments.
- By pupils reviewing the work done in small groups
- Through presentation of homework in class and school assemblies.

Teachers are interested to know how children carried out activities, whether they were too hard/too easy/interesting etc. The school diary is an ideal place for parents, carers and teachers to record any comments. As with all school activity, parents are invited to discuss any queries with the class teacher.

Monitoring and evaluation

This policy will be monitored regularly by governors to ensure that it reflects any changes in legislation and will be evaluated in the light of any parental concerns.

Reviewing

The school will review this policy annually to assess its implementation and effectiveness. Our homework policy is reviewed annually at the start of the academic year by the Headteacher in consultation with teaching staff.