

Homework Policy

Policy originally developed by: The School Staff, Governors, Parents and Children

Date of This Revision: March 2019

Next Review date: March 2022

Our vision is to inspire and celebrate learning, achievement, faith and fun.

Ours is a school that works in partnership with the community to enable and equip each child to live life to the full*, reflecting the Christian values of our foundation.

(The gospel of John, 10:10)

We will realise our Vision by:

- providing a happy, healthy and secure environment where all are respected, valued and encouraged to contribute
- encouraging participation and a love of learning by offering experiences full of opportunity and creativity, so that every child fulfils their academic potential
- demonstrating, as a church school, our Christian values in action
- pursuing excellence in every aspect of school life, supporting one another and celebrating the achievements of all

Our School Vision was drafted in 2014, the school's 250th year, incorporating the ideas and priorities of children, staff, parents, governors and the wider community.

This policy embodies the school's vision and Christian values in action by:

- Establishing the school's view that achievable, purposeful homework, which contributes to the *fulfilling of academic potential*, is the expectation for all children
- Recognising that education is a *partnership* between home and school
- Ensuring that work is rewarded in ways that have value to the children, so that we may *support one another and celebrate the achievements of all*

Rationale

When appropriate to the pupil's ability and need, homework can prove to be a valuable tool in developing the pupil as an independent learner. It will be the aim of this policy to benefit and develop the pupil and not create an onerous burden on the pupils, parents or teachers.

Purposes

- To build a strong work-ethic
- To develop the pupil as an independent learner.
- To develop the pupil's ability to manage time effectively.
- To reinforce a specific skill or concept.
- To help develop pupils' interest.
- To enhance the school/home partnership.

The Homework we set should:

- be pitched at a level which allows all children to complete at least some of it on their own
- present a range of activities and tasks that are appropriate to the pupils' age and ability.
- encourage the presentation of homework to be on a parity with that of classroom practice.
- be appropriate to age, ability and personal circumstances.

The amount of homework

- Adequate time will be given by the class teacher to discuss homework tasks in advance, and to review homework tasks after completion.
- All children in Classes 1 & 2 will have a reading record book for parents and teachers to make comments in. This practise is desirable in Classes 3 & 4.

The following table provides detail on the range and scope of the homework set in a week

Years	Reading (or being read to – age appropriate)	Word-based work (Phonic sounds and Spellings as appropriate)	Number-based work (number facts & tables and as appropriate)	TASKS - 20 minutes per piece		
				1 st piece	2 nd piece	3 rd piece
Reception	✓ daily	✓				
Year 1	✓ daily	✓		✓		
Year 2	✓ daily	✓		✓		
Year 3	✓ daily	✓	✓	✓		
Year 4	✓ daily	✓	✓	✓ → With extension		
Year 5	✓ daily	✓	✓	✓	✓	✓*
Year 6	✓ daily	✓	✓	✓	✓	✓*

* a choice of activities will often be available

- Individual children experiencing difficulties with particular work may be given supplementary or alternative work to complete at home to help them make progress.
- Children who are absent from school through illness for more than one or two days will be given suitable work on application to the class teacher.
- Individual children may be asked to complete unfinished classwork or homework at home.

The Range of Homework

Homework should draw from a range of activities and support learning in the classroom. Teachers will aim for a range of tasks that promote the development of skills, interests and creativity. When appropriate pupils will be set the following tasks: -

Early Years Foundation Stage

Read books and share books

Work on phonics

'Sight' vocabulary (Phase 2 and 3 'tricky words')

Key Stage 1 (Years 1 and 2)

Read books and share books

Phonics work to support spelling and reading (Read and Spell the Year 1 'Common Exception' words)

Learn number concepts and bonds through games

Key Stage 2 (Years 3, 4, 5 and 6)

Read books and share books

Learn to read and/or spell key words relating to topic work

Learn spelling rules (the statutory spelling lists for Years 3, 4, 5 and 6)

Learn number bonds and tables

Solve mathematical problems

Investigative work linked to topic

Literacy and numeracy worksheets

Additionally ...

- Class Teachers may choose to provide special projects or tasks of a longer duration (several weeks) which may include a 'half-term' break.
- 'Family' Maths Games are available to take home from school to support Maths work.
- From time to time school may highlight a particular opportunity (for example a museum or farm visit, membership of a sports club or choir, a theatre experience which has relevance to current learning) for individuals or families, but there is no suggestion that these must be explored.
- The school newsletter often recommends online learning resources, for example reading books that children recommend to one-another - <https://summerreadingchallenge.org.uk/book-sorter>

Should you need further opportunities to extend learning, teachers will be able to recommend websites and other support software, some of which may be provided by the school.

Many of these are linked to our school website.

Rewards and incentives

At the time of writing, a team point is given for completing homework tasks on time, and additional points are awarded for work of a better or outstanding quality. Parents who have subscribed to the class's 'Class Dojo' account will be notified when team points are awarded.

Working with the School Pupil Council we plan to publish a system of agreed and tangible rewards.

Accumulated team points will count towards these rewards.

The Role of the Parent/Guardian

- Parents/guardians are encouraged to motivate their child towards completion of the activities and so become involved in their child's education.
- Parents are expected to support their child as necessary. This includes providing guidance and direct help where required.
- Parents are strongly encouraged to annotate work to indicate the level of support given, if a child has struggled with completing the work to the standard expected.
- Parents should check that their child's work adheres to the school's published 'non-negotiables'.
- The parents and child are responsible for the return of completed homework, which should be named and dated.
- The choice to work beyond the recommended time is entirely at a parent's discretion.
- North Nibley's 'Parent Guide' to homework
 - See <http://www.northnibley.gloucs.sch.uk/wp-content/uploads/2015/04/Parent-Guide-to-HOMEWORK-2017.pdf>

Other Internet Links (ALL internet use should be supervised by a parent/guardian)

Phonics phases –

- See <http://www.letters-and-sounds.com/>
- See <http://www.northnibley.gloucs.sch.uk/our-curriculum-phonics/>

The statutory spelling lists for Years 1, 2, 3, 4, 5 and 6)

- See https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf

Planet Sherston

- See <http://www.planetsherston.com/login>
(all our children have been provided with accounts)

DoodleMaths

- See <https://www.doodlemaths.com/>
(all children in classes 3 & 4 have been provided with accounts)

Skoolbo

- See <https://www.skoolbo.co.uk/>

MathsFrame tables test

- See <https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check>

SpellingFrame statutory spelling lists tested online

- See <https://spellingframe.co.uk/>

Book review – Our own site –

- See <http://northnibley.weebly.com/submit-a-review.html>

Conclusion

It is expected that all parents will support the policy. Homework should not be seen as an onerous burden on any of the parties concerned, but as part of the learning journey towards increasing independence.

If parents are struggling with any aspect of homework, please have a conversation with the Class Teacher.