

# HOMEWORK POLICY

*'...like a tree firmly planted by streams of water which yields its fruit...'*

*Psalms 1v3*

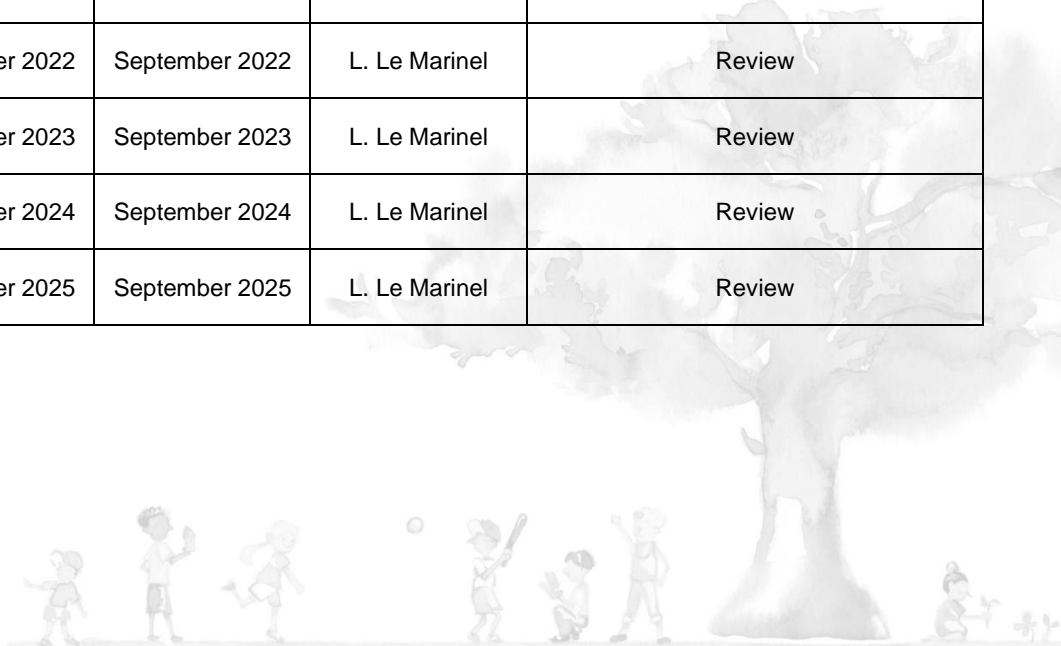


## Bollinbrook CE Primary School Homework Policy

Recommended by	Lynne Le Marinel
Approved by	Governing Board
Approval Date	September 2018
Version Number	1
Review Date	September 2019
Legal Status	Non Statutory

### CHANGE RECORD FORM

Version	Date of change	Date of release	Changed by	Reason for change
2	September 2019	September 2019	L. Le Marinel	Review
3	September 2020	September 2020	L. Le Marinel	Review
4	September 2021	September 2021	L. Le Marinel	Review
5	September 2022	September 2022	L. Le Marinel	Review
6	September 2023	September 2023	L. Le Marinel	Review
7	September 2024	September 2024	L. Le Marinel	Review
8	September 2025	September 2025	L. Le Marinel	Review







## Mission Statement

*... 'a tree firmly planted by streams of water which yields its fruit...' Psalm 1v3*

*At Bollinbrook CE Primary the Christian value of 'Love' is at the heart of who we are as a community. We teach our children to be rooted in Jesus Christ so they develop a love of learning that supports their academic, emotional and spiritual growth. If rooted in Christ, children can grow into who they were created to be. Based on Psalm 1v3, 'like a tree firmly planted by streams of water which yields its fruit...' We are helping our children grow spiritually, emotionally and academically laying firm roots that will provide strong foundations and bear fruit that will help them on the next stage of their educational journey.*

Our homework policy is intended to develop our pupils' excitement and passion for their learning and to help parents support their children at home. We consult parents/carers annually regarding their views on home learning and this policy has been reviewed following a restructure of classes in September 2023. The policy takes into account the mixed aged teaching in certain classes.

Research tells us that learning and understanding are deepened through repetition and practice. Key skills such as learning times tables for maths and practice of spelling patterns can be practised at home. We believe that reading should be part of a child's daily routine. Learning beyond the school, with or without the support of parents, enable pupils to enjoy spending time on an extended task and lets them develop their creativity.

### **Our home learning routines**

We emphasise the things that children need time to practise and rehearse:

- reading and/or talking about their reading to an adult for at least 20 minutes, 5 times a week
- learning spelling patterns linked to age-related expectations ready to apply in their written work every week
- reciting multiplication tables to increase their fluency so that they can be applied in other areas of maths and problem solving; with children's work being sent home weekly;
- giving children opportunities to learn across the curriculum and be creative through our half-termly creative home learning, with feedback from peers and the class teacher

The school cannot enforce the completion of homework and therefore, will not punish children for failing to complete some, or all of their homework. However, we would expect the compulsory tasks outlined in this policy to be completed and would discuss with parents / carers on a confidential basis the reasons why these elements are not returned if it happened for a sustained period of time. Parents are encouraged to tell the class teacher if a child is unable or unwilling to complete homework tasks independently, as they might be able to offer you further support on how to do it.



Teachers will discuss any concerns about homework tasks initially with children and then parents in order to find out the reasons behind incomplete tasks. Overall, the responsibility for ensuring children are doing their homework rests with parents but teachers will offer support if needed.

This differs slightly for years 5 and 6 as we prepare the children for transition to high school. There is an expectation that their homework is compulsory and the amount will increase from year 5 to year 6. This is to ensure our children are ready for the demands of year 7 onwards whilst still ensuring a balance in terms of their well-being. Class teachers will clearly set out their rationale for this homework and speak to parents/carers where there is a lack of engagement. In this instance, if homework is not completed on a frequent basis, children in year 5 and 6 may have to stay in for some of their break or lunchtime to complete it with support from a member of staff.

For years 1 – 4 there will be further activities provided for those families that wish to do more. This will include English and a wider curriculum activity. They will be posted online and named 'optional tasks'.

### **Homework.**

In order to support the continuation of remote learning, we utilise our online platforms Tapestry and Teams. However, in response to parental feedback we have introduced a homework book for children to use for completion of tasks. We are also continuing to use new maths work book for years 1 to 6 for homework again this year. This links closely to work completed in class and supports retrieval strategies and key knowledge taught within the week. The expectation is that the maths workbook is completed every week and teachers will specify on Teams the pages/activity that will need to be completed.

Homework will be set online to save unnecessary paper (paper copies are still available on request in exceptional circumstances) but work requiring written answers such as comprehension for example, will be recorded in the homework book and handed into the class teacher for feedback.

Each week children will be set a homework task that will be posted on Tapestry (EYFS/Year 1) and Teams (Years 2-6). Children will then complete the task either online (TT rockstars / Numbots) or in their homework book. All children will be provided with login details and codes by their new teacher at the start of the term along with a homework book. Year 6 will also receive a homework diary.

### **SEN support for home learning.**

At Bollinbrook CE Primary School we acknowledge that children with additional SEN needs may experience the following difficulties that effect their completion of homework:

- Be disorganised
- Forget equipment
- Unsure of their timetable or when homework is due to be handed in
- Forget what they have been asked to do



The outcome may be:

- Getting into trouble in school or at home
- Being stressed and experiencing low self-esteem
- Displaying behaviour difficulties
- Parents becoming anxious

At Bollinbrook Primary School we offer the following support to complete homework for children with SEN:

- Have a consistent home learning policy
- Ask parents to help their child to get organised
- Get feedback on time spent on homework
- Don't expect pupils with SEN to copy homework down from the board
- Don't expect pupils with SEN to write down homework and listen at the same time
- Ensure the pupil has an accurate record of the homework by either writing it down for them, asking a buddy or teaching assistant to do this or provide a typed hand-out
- Make sure that pupils are clear about the task
- Make it very clear about when it should be handed in
- Provide alternative ways of recording

### Homework timetables and minimum expectations.

EYFS	Daily reading		
Compulsory tasks set each Friday	Phonics activity	Maths learning	Handed in following Thursday

Year 1	Daily reading		
Compulsory tasks set each Friday	Phonics activity	White Rose workbook and Numbots practise	Handed in following Thursday
Optional tasks	Reading comprehension / Grammar Activity	Topic related work	

Year 2	Daily reading		
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Compulsory tasks set each Friday	Phonics / spelling log	White Rose Workbook Numbots/TT rock stars	Handed in following Thursday
Optional tasks	Reading comprehension / Grammar Activity	Topic related work	

Year 3	Daily reading		
Compulsory tasks set each Friday	Phonics / spelling log	White Rose Workbook TT rock stars	Handed in following Thursday
Optional tasks	Reading comprehension / Grammar Activity	Topic related work	

Year 4	Daily reading		
Compulsory tasks set each Friday	Phonics / spelling log	White Rose Workbook TT rock stars	Handed in following Thursday
Optional tasks	Reading comprehension / Grammar Activity	Topic related work	

### Upper Key Stage 2 preparation for High School

Year 5	Daily reading		
Compulsory tasks set each Friday - handed in following Thursday	Spelling log	White Rose Maths Workbook TT rock stars	Grammar work or Reading Comprehension



Year 6	Daily reading	Grammar/comprehension task
Compulsory tasks set each Friday - handed in following Thursday	Spelling log TT rock stars	White Rose Maths Workbook

## Reading

The pupils are encouraged to read regularly for both their own development and also for enjoyment. Confident readers may read alone or to an adult and it is good practise for less confident readers to read aloud to another adult. The frequency that books are taken home from school varies with age.

### EYFS and Key Stage 1:

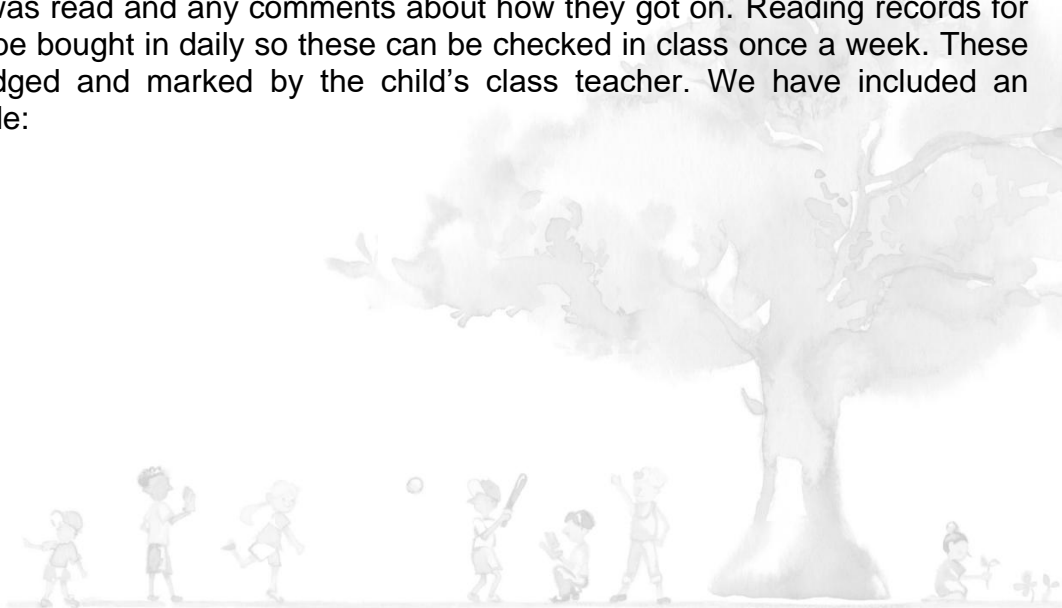
Children will take home one levelled book based on their phonics stage. This needs to be read more than once as it will aid application, speed and fluency- developing speedy reading.

### Years 3 -6:

Children independently choose a new home book from their set level in our tree tops reading scheme. These are to be bought in daily and can be changed when completed after the class teacher has checked the reading record.

### Reading Records:

Every child from Reception to Year 5 (Year 6 use their homework diaries) will have a reading record which they either fill in or an adult does when they are reading. This will enable us to see how much reading is being done at home. Each entry will need the date, the book being read, how much was read and any comments about how they got on. Reading records for years 1-5 should be bought in daily so these can be checked in class once a week. These will be acknowledged and marked by the child's class teacher. We have included an example as a guide:





Example one: When you are short on time, quick comment and initial.

25.9.15	How Many Spots, Triceratops?	Whizzed through the time. Tricky: jewels, blue, spiky, newt.
26.9.15	How Many Spots, Triceratops?	Read to Granny
27.9.15	How Many Spots, Triceratops?	Very confident. NEWT tricky
5.9.15	How Many Spots, Triceratops?	NEWT right dist time

Date	Book and Page Number	Remarks
02/10	The great race	He enjoyed reading the story. He made some predictions of what might happen in the race.
02/10	I Love You Little Bear By Claire Freedman and Gavin Scott	He needed help reading amongst and precious. We discussed things he likes to do with his mummy.
03/10	Buzzy Bee By Kath Smith	He had to be reminded to sound the word out instead of guessing. he read follow as flower.
04/10	The Thingamabob By IL Sung Na	He read the story and retold the story. The elephant didn't know what the umbrella is used for so he try to do it with it and

Example two: When you have a little more time.

These are to be bought in daily and teachers will check and mark reading records on a weekly basis to ensure children are reading regularly.

**Early Years:** During Early Years, we try to encourage the children to enjoy their learning. In Reception, we regularly set Phonics (Read, Write Inc.) practise use Tapestry to show how you can support your child at home. You will also be able to add any learning you have done with them at home onto Tapestry too.

### Key Stage 1 and 2 (Years 1-6) Maths:

In Years 1 to Year 6 children will use the online learning platform 'Times Table Rockstar's' to practise their multiplication bonds. Teachers will set appropriately challenging times tables according to National Curriculum expectations and individual's ability. Teachers will periodically check the online platform to identify children who use the programme particularly well and those who access it less frequently. Children's times tables knowledge will be tested weekly.

### Multiplication Tables:

It is the National Curriculum expectation that all children will know a range of multiplication tables and facts (at least up to 12x12) by the end of Year 4. To support this, children will have access to TT rockstars for them to practice multiplication and division facts. The





practise children do at home is in preparation for application in their maths work in class and to develop speed and fluency in recalling facts.

### **Spellings:**

In Years 3- 6 weekly spelling patterns with example words that follow these patterns will be sent home. We implemented the Read Write Inc. Spelling scheme in Autumn 2022. It is proven that the most successful way to learn spellings of more complex words is to use them in the correct context to help children remember how to use them. It's not effective to simply get the children to repeatedly copy out the words just to prepare for a test. Children should practice their spellings in different ways until they are ready to put them into sentences. Children's understanding of the meaning and spelling of these words or of the phonic pattern will be checked through their work in class.

In key stage 2, the children may also be given common exception words or key vocabulary in relation to their current wider curriculum work to help reinforce this vocabulary.

### **Years 5 and 6 Grammar Homework:**

In readiness for high school, these year groups will have a short weekly Grammar task where they will be building on/practising skills taught in class, using a similar routine to the maths learning described above.

### **Holiday homework:**

We will not set homework over school holidays. The only exception to this is for children in year 5 when they move to year 6. A summer work book is provided. This is an optional task but we encourage children to have a go at this work as it is aimed at preparing them for starting the year 6 curriculum. Children could continue to independently read and log this in their Reading Record. Numbots and Times Table Rockstar's will continue to be accessible. The only exception to this is Year 6 who will have revision-based tasks over the Easter holidays.

### **Marking:**

Homework is meant to help children engage with and take responsibility for their own learning and enable them to begin to identify their own mistakes. Therefore, Spelling, grammar and punctuation activities, as well as Maths tasks can be marked at home to provide instant, diagnostic feedback. Answers to tasks will be provided.

Teachers will collect in the homework books and check the work that has been completed. Homework stamps will be used to show this work has been seen by the teacher. Where appropriate, comments and feedback will be given to address misconceptions.

### **Review**

This policy will continue to be reviewed in light of any future consultations and changes to the homework would be shared with parents / carers. It is the responsibility of our Governing Board to agree and then monitor the school Homework Policy. We encourage all parents to complete relevant surveys / feedback forms in relation to homework and our



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Governing Board pays careful consideration to any concern that is raised at that time, or in between by any parent / carer.

